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ABSTRACT

This guide contains advice for staff in colleges that are offering elements of the Youth Opportunities Program (YOP). Designed to enhance the employability of 16-18 year olds who have left school, have not enrolled in further education classes, and who are unemployed, the YOP provides work experience, knowledge and skills relevant to local labor needs, personal skills and attitudes that are needed both at work and in adult life in general, and strategies for finding jobs. In a discussion of the relationship between YOP and further education, the content aims, and characteristics of YOP are outlined. Various work preparation courses are described, including short assessment, occupational selection, short industrial, and remedial courses. Covered next are such aspects of educational support for work experience as infill, special vocational courses for YOP, basic education, and social and life skills. The remaining chapters deal with integrated provision, guidance and counseling, educational consultancy, and staff development. Appended to the guide is information of components of YOP; rationale behind YOP; partners in the process; syllabus for work, life, and communication skills; examples of coordination; profiles of provision; and assessment profiles. (MN)

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Further Education Curriculum Review and Development Unit

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SUPPORTING YOP

suggestions for colleges involved in the Youth Opportunities Programme

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The Further Education Curriculum Review and Development Unit (FEU) is an advisory, intelligence and development body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more co-ordinated and cohesive approach to curriculum development in FE by

(1) reviewing the range of existing curricula and identifying overlap, duplication and deficiencies

(2) determining priorities for action to improve the total provision and suggesting ways in which improvement can be effected

(3) carrying out specific studies, helping with curricular experiments and contributing to the evaluation of objectives, and

(4) disseminating information about the process of curriculum development in FE.

After an initial review the Board of Management decided that the work of the Unit should concentrate at first on the lower levels of further education, and that one of its programmes should support attempts to provide for young people who were finding difficulty in obtaining work. The present document (prepared by one of the Unit's Development Officers, Raymond Thorogood) is the second stage in that programme and supplements the "Postal Survey of FE Provision For The Young Unemployed 1977". A limited number of extra copies are available from the Further Education Curriculum Review and Development Unit, Room 5/81, Elizabeth House, 39 York Road, London SE1 7PH (Tel 01-928 9222 Ext 3177). Recipients are permitted to reproduce for their own use all or part of the document, as long as full acknowledgement is given to the originators.

July 1979

Geoffrey Melling
Director

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Useful Publications

Towards a Comprehensive Manpower Policy - Manpower Services Commission, 1976

Young People and Work (the Holland Report) - MSC, 1977

The New Special Programmes for Unemployed People .....
The Next Steps - MSC, 1977

Young People and Work - Manpower Studies No 19781, MSC, 1978

MSC Review and Plan 1978, - MSC 1978

Provision of Training for Sponsors' Staff involved in YOP - MSC 1978

Making Experience Work - Principles and Guidelines for providing Work Experience - Profile Task Group, MSC, 1979

Vicious isn't it - MSC/NYB

Outreach Information Pack - Youth Opportunities Development Unit (YODU), National Youth Bureau (NYB) 1978

YOP Information and Resource Pack - YODU, NYB (quarterly, commencing October 1978)

Journals

Actions - New Opportunity Press for MSC, bi-monthly

Network - New Opportunity Press for MSC, nine times per year.

PREFACE

"Supporting YOP" contains advice for staff in colleges who are offering elements of the Youth Opportunities Programme. It continues the work of the Unit begun in the "Postal Survey of FE Provision for the Young Unemployed 1977" and builds on the principles enunciated by the PROFILE Task Group in "Making Experience Work" (available from the Special Programmes Division of the Manpower Services Commission). These and a number of other publications which will prove useful to those working with YOP trainees are listed opposite.

I would like to thank those who gave their time to discuss the implications of YOP for further education with me during the preparation of this booklet - especially the members of the FEU Working Group on YOP who acted as consultants during the latter half of 1978:

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T G Melling	Director, FEU
J R Smith	Senior Lecturer, City and East London College
D O Weitzel	General Manager, Job Creation Centre, The Old Fire Station, Coventry

The Unit hopes to follow "Supporting YOP" with a collection of materials and approaches used by colleges making provision for young people in the vocational preparation area. In the meantime I would welcome comment on this booklet.

June 1979

RAYMOND THOROGOOD
Development Officer, FEU

CHAPTER ONE YOP AND FURTHER EDUCATION

THE PROGRAMME

The Youth Opportunities Programme* is a group of measures designed to enhance the employability of 16-18 year olds who

- have left school
- have not enrolled on further education courses
- cannot find work.

ITS AIMS

It provides opportunities whereby young people can

- learn how to assess their abilities and potential and how to look for jobs
- gain some experience and understanding of work
- acquire knowledge and skills relevant to local labour markets
- develop the personal skills and attitudes which are needed at work and in adult life generally.

ITS CHARACTERISTICS

All the opportunities should emphasize learning, though much of this might occur through experience on the job rather than in classrooms. The distinctive features of YOP are that it

- focusses on the roles, tasks and responsibilities of workers
- gives young people the status of trainees

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* Appendices I, II and III give detailed information about the organization of YOP.

- offers young people "hands on" experience* together with guidance from sympathetic supervisors and other adults
- uses industry, commerce and the community as learning resources together with educational institutions
- allows time for career guidance as well as personal counselling

ROLES FOR THE FE SERVICE

Colleges can contribute to the Programme by

- offering courses of work preparation
- providing educational support for trainees in work experience placements
- organizing and coordinating schemes which integrate work preparation and work experience
- acting as educational consultants to sponsors of work experience and other partners in the Programme
- contributing to the training of sponsors' staff.

The following chapters of this publication deal with these themes, while the appendices give factual information about the content and organization of YOP as well as some illustrations drawn from the field.

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*Experiences which enable participants to learn through making, assembling or otherwise handling goods or providing services.

CHAPTER TWO WORK PREPARATION COURSES

SHORT ASSESSMENT OR EMPLOYMENT INDUCTION COURSES (2-3 WEEKS)*

Initial assessment and vocational guidance of entrants to the Programme are the responsibility of the Careers Service and the Employment Services Division of MSC. However in some areas those concerned with organizing and approving opportunities may decide that a number of trainees will benefit from a short course in which they can be (1) tested to ascertain the kinds of jobs to which they may be suited, (2) prepared generally for adult and working life through social and life skills training, and (3) exposed to a number of work situations. Young people recommended to these courses are likely to be unsure of the type of work they want to do, have little knowledge of the conditions of employment or of local job opportunities, and (for a variety of personal and social reasons) have little self-confidence or much awareness of the nature of their own abilities. The Manpower Services Commission has arranged for a number of companies to provide the courses, using their offices and work-shops for the practical elements, but colleges which can find work placements in their own buildings and/or in local firms, can offer them also. FE establishments interested in this kind of provision should contact their Area Manager of the Special Programmes Division of MSC.

The goals of assessment courses are likely to include making entrants aware of their potential for employment and training; improving their knowledge of the locality and its employment possibilities; bringing them into contact with sources of information about jobs; showing them techniques of applying for vacancies; giving them confidence in interview situations; enhancing (if necessary and where possible in the time available) their abilities with language and number; allowing them experience of some typical activities at work; and developing their competence in a limited range of social situations.

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*These and other Work Preparation Opportunities (Occupational Selection and Short Industrial Courses; Remedial or Preparatory or Work Introduction Courses) are described in Appendix I.

The Further Education Curriculum Review and Development Unit holds a number of syllabuses and some curriculum materials for the FE elements of YOP. Copies may be obtained from FEU.

The curriculum of the courses may contain group sessions where information can be given and discussion take place; practical classes where trainees can learn to search the press and other sources of advertisements for jobs and in which the writing of applications can take place; rehearsal and review situations in which the young people can become familiar with interview procedure; classes where individuals can practise their writing and number skills through tasks which are related to their levels of ability and relevant to common situations in adult and working life; some role play or simulation to illustrate and develop social skills; and work on location in the college helping (say) catering, caretaking, clerical or technical support staff (or similar activities in local firms).

The staffing of courses will probably be in the hands of two or three tutors located in one college department who will be assisted by input from the Careers Service, and, perhaps, from local employers and work people. At least one tutor will be required to act as coordinator with the supervisors of the work placements and the contributing firms (thcugh, of course, each tutor may take a small group of trainees and coordinate the provision for them). All the tutors will need to be prepared to discuss trainees' reactions to work experience placement and, indeed, to other parts of the course as reflection on the activities is an important vehicle for self-assessment and the development of self-confidence*. (It is also a means of enabling a young person to "get inside" the experiences of other people in the group and thus extend his learning). Tutors will be required to devise a profile of assessment which will act as a record both of activities undertaken and of progress made during the course. As trainees will hope to go on to employment or to other opportunities in the Programme the profile should make a diagnosis of their interests and capabilities as well as of the likely types of experience and educational support from which they would benefit. A major aim of YOP is to help young people achieve independent adult status so profiles should be completed with their assistance to help them develop a facility for self-assessment.

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* see "Experience, Reflection, Learning" - FE Curriculum Review and Development Unit, 1978.

OCCUPATIONAL SELECTION COURSES (USUALLY 12-13 WEEKS)

Short Assessment or Employment Induction Courses give trainees a taste of work but they are too brief to allow the sampling of work skills in a structured training environment. Occupational Selection Courses are offered by establishments which can provide not only the awareness and orientation education mentioned under Assessment Courses but also an introduction to the basic skills of several occupational areas so that trainees can be helped to make an assessment of their interests and abilities. Colleges of further education, with workshops and instructional areas designed specifically to prepare students for a range of occupations and with staff qualified to teach them, are eminently suited to offer OSCs. MSC will arrange for technical staff of the Training Services Division to discuss OSCs with colleges and to advise on syllabuses, content, techniques and standards for the courses, if there is a local need for such provision. The Careers Service, as is usual, will recruit and refer entrants to an OSC where this is considered the most appropriate opportunity for the young person.

Trying to learn the basic skills associated with several working roles should help young people who are vocationally undecided to determine whether they are suited or not to the occupations involved. In the context of an OSC a young person's dislike of one or more activities may well be a positive result as he should have come to an understanding of the real demands of the work. If at the same time other needs are assessed (in communication, literacy, numeracy and social and life skills) and assistance is given in developing competence in these area, an OSC can be a valuable educational experience. Vocational interests will have been identified, some useful techniques picked up even in areas to which the trainee is not attracted, and his general and personal education continued. He may be nearer to deciding the type of work he wants, be more aware of the techical language, operations, standards and responsibilities of several diffent occupations, and have a greater understanding of the market openings. He should also have increased confidence - in some social situations as well as in his own ability to learn practical skills.

The curriculum of an OSC is likely to have an introductory diagnostic period in which the trainees can be tested for trainability* and perhaps for competence in language and number, when the purposes of the course can be explained and some of the job-finding techniques mentioned in the section on Assessment Courses can be introduced. At this stage basic information about safety at work can be given, to be reinforced later at the various training stations. Personal tutors can acquaint themselves with the trainees in this introductory period, for as the young people move among activities in the next few weeks it is important for them to have a permanent contact with whom to discuss their reactions to the parts of the course and to whom they can take problems which transcend any particular unit of skill sampling. The rest of the course will adopt an "on-the-job" approach as trainees move from (say) a basic engineering module to construction then to catering and to office skills. Colleges frequently include five, six or even more modules in an Occupational Selection Course.

Taster modules of the type described do not in themselves "train" the young person but rather assist him towards a greater understanding of his aptitudes and interests in a vocationally oriented environment. Thus only basic principles and operations will be introduced in the syllabuses. Many colleges will be used to this approach from providing skills sampling courses for pupils in their fourth and fifth years at secondary school. As the skill units or modules will be staffed by tutors from vocational departments decisions will have to be taken on freeing workshop space and staff time in different areas of the college. Many establishments will no doubt wish to enrol a sufficiently large number of trainees to justify the allocation of resouces and will want to organize the placement of students on a rotation basis so that there are always some young people attending each of the units offered. Where smaller numbers of trainees are involved, it may be possible to take a large workshop or training space and lay it out with bays for the various activities. This latter method of organization, however, may well prevent the YOP trainees

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*Diagnostic profiles are discussed in Appendix VII

from mixing with other students in the vocational departments so colleges will no doubt wish to consider whether such rationalization of provision would militate against some of the wider aims of the Programme as they see them. Clearly grouping the sampling units together in a "multi-skills" workshop* could facilitate both the coordination of the staff team and the counselling and guidance of the trainees (which is likely to be more demanding than teaching and guiding craft students on traditional courses). It might also create an "espirit de corps" among both the adults and the young people working there. On the other hand, some teaching staff in a YOP workshop might feel isolated from their professional colleagues who remain in the present departments, so there are several factors to be balanced.

In some establishments the sampling units in vocational workshops are supplemented by release to work experience, either in college or in local firms, along the lines described earlier in the section on Assessment Courses. (Such placements can reinforce the basic skills learned in the "tasters" through job rehearsal in a workplace). Other colleges ensure that each sampling unit involves an assignment in which the student makes or mends one or more items in order to bring the discipline of production to the learning of basic skills. Another type of OSC offers the trainee an assessment and sampling period of two or three weeks after which he is guided into an extended period of instruction on one or two areas in which he has shown some interest and ability. This kind of OSC shades into the Short Industrial Course which is discussed next.

OSCs should allow trainees opportunities for career education and for developing their communication and number skills. Although the latter can sometimes be built into activities in the sampling units it is more usual for them to be treated separately. Course tutors will wish to ensure that these subjects occur in trainees' timetables in order to show that adult and working life demands more than mastery of manipulative skills, and that the OSC package involves development on several fronts.

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*See following section on Short Industrial Courses

SHORT INDUSTRIAL COURSES

SICs are nearer to traditional FE provision in that they are courses of vocational skills training, though at semi-skilled, operator or junior clerk levels. They are intended for young people who have some idea of work they want to do, and should be related to actual or potential employment opportunities in the local labour market. SICs are usually offered in specific vocational areas such as basic mechanical engineering, electrical assembly, building operations, baking, office skills, and community work. The Area Teams of MSC's Special Programmes Division* assess the need for SICs together with the Careers Service, and officers from the Training Services Division assist SPD to choose locations for the courses and negotiate course structures and content with colleges. If FE institutions consider there is a local need for SICs which they might satisfy, they should approach their local Area Managers of SPD.

The goals of SICs are to induct trainees into basic manipulative skills and the relevant technical knowledge, to give them some awareness of an industry and local employment opportunities, and to develop their social and life skills. The trainees will be expected to rehearse and demonstrate the job skills, to acquire the practice of working safely in a number of situations, and to learn the demands of productive work. From the social and life skills sessions they should learn confidence and personal initiative which will help them at interviews and in adult life generally. Many young people enrolled on SICs will already have the ability to understand oral and written instructions and to perform arithmetical calculations but SICs frequently begin with a brief assessment period to gauge trainees' competence in numeracy and literacy so that educational needs in these areas can be addressed during the courses.

Courses can be built on a modular pattern to allow the phased entrance of trainees who will replace those who have left for work. However where activities build on knowledge and skills acquired in the first few weeks of a course a modular structure may not prove possible and the only intake of young people will then be at the beginning of the training programme. All courses introduce trainees to tools, equipment, materials, processes

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*Appendix III lists the Area Managers of the SPD

and operations used in the industry and teach them the relevant principles and terminology. They thus employ specialist staff and facilities in colleges and are likely to be based in the appropriate vocational departments with some "servicing" from other departments in the areas of literacy, numeracy and social and life skills. Visitors from outside the college can assist with information and discussion sessions on the world of work, and with mock interviews. These elements, which will be common to a number of SICs, can be coordinated by tutors from one department so that the content of the sessions, and the demands made on outside staff, can be monitored and controlled. Most of the course, however, is likely to be activity-based in workshops and similar situations. Practical training sessions usually account for 70% of the course.

Clearly a major criterion for selection of most tutors working on an SIC is practical knowledge and experience in instruction. They will need (i) a sympathetic approach to young people who have difficulty in finding work and (ii) the ability to devise and plan tasks which will give trainees a sense of achievement from working to clearly defined standards. This planning is facilitated if assessments are made of activities planned during the course and these are then discussed with the trainees as part of the process of encouraging both responsibility at work and self-assessment. Such reports might record progress in acquiring skills and completing assignments, reliability in attendance and time-keeping, and interest and cooperativeness in the training situations and in the careers and social education elements of the course.

An interesting development from single occupation SICs is the generic skills* approach which may also have applications in other Work Preparation schemes. Generic skills are described by a Canadian researcher as "those behaviours which are fundamental to the performance of many tasks carried out in a wide range of occupations" - in other words, broadly-based skills which are common to a lot of jobs. They include abilities in reasoning, communication, interpersonal relations, mathematics, science and manual operations - but the important thing is that these are abilities established by recording skill use across a large number of occupations in many different kinds of firms. An analysis of the records allows a comparison of the skill requirements of jobs and indicates the potential of skill

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*See note overleaf

Generic Skills

A report about research into Generic Skills in Canada is available from the Director of the FE Curriculum Review and Development Unit.

Three British projects in the same area are

(1) the London Into Work project, in which a number of jobs in the London area are being profiled in terms of generic skills and the results applied in three YOP Introduction to Work courses. MSC and ILEA are cooperating in the venture.

(2) a grouping of skills project of the Food, Drink and Tobacco ITB which has classified a number of occupations in terms of 120 behavioural and 80 knowledge elements. This taxonomy profiles particular jobs, notes the relationships between jobs, and indicates the gain which is required or the loss which will be made in changing from one job to another.

(3) the Young People Starting Work project of the Medical Research Council's Social and Applied Psychology Unit, Sheffield University which is developing instruments to define the tasks and skills of job holders, creating skill profiles, conducting action research in curriculum design, careers education and training, and undertaking longitudinal investigations of groups of young people making the transition from school to work. MSC is working with a number of LEA's, notably Coventry, Leeds and Liverpool.

transfer from one job to another, as well as facilitating the construction of a skill profile for each of the occupations surveyed. Most importantly for the purposes of vocational preparation with young people whose employment outlets are uncertain, it assists the specification of a common core of skills which are requirements for all the occupations surveyed. In Canada the results of such research are being built into training courses to give a relevant but broadly-based vocational education to people who wish to break into the labour market or to return to education and training for the purpose of improving their employment chances. Here in the UK the Manpower Services Commission has a project conducting similar research in a local labour market, the results of which are to be applied in short training courses for YOP trainees to raise their skill levels in a number of relevant areas. FEU has links with the project and hopes to disseminate information on methods of converting skill descriptions into curricula.

Generic skills training is likely to involve students in tasks and assignments which, at least in part, will not reflect occupational areas directly. (Some of them may be based, for instance, on Do-It-Yourself activities of the make and mend kind). Students will need to have the relevance of such learning explained to them carefully as their motivation may well depend on the occupational value of a course. The new approach may also demand "multi-skills workshops" to accommodate a range of activities and their associated tools and equipment through which operations with similar skill components can be rehearsed by trainees and the connections between apparently different actions which in fact depend upon common abilities can be demonstrated and learned. The bays in such a workshop might contain facilities for electrical work, mechanical operations, motor vehicle maintenance, light metal work, soft furnishing, etc, while large activity rooms could contain facilities for a range of activities in office and retail skills. In these locations trainees can undertake a sequence of assignments which teach and reinforce manipulative skills, the handling and alteration of materials, the sequencing of tasks, the recording of events, etc. Through such activities they can become aware of the basic abilities which underpin a range of occupations rather than one or two specific jobs. Careers and social education would enable them to gain confidence in their abilities and become aware of job outlets.

Some colleges may wish to study the available research reports on Generic skills and/or make their own estimation of the basic aptitudes behind occupations involving limited skills. They may also wish to use generic skills approaches as vocational tasters (in the Occupational Selection mode) to lead trainees into work experience or Short Industrial Courses which will extend their knowledge and competence in areas in which they have shown interest.

REMEDIAL (MORE USUALLY WORK INTRODUCTION) COURSES

WICs are for young people who particularly need to enhance their basic educational skills and social competence as well as to gain some insight into the types of work which might suit and interest them. This group of trainees is likely to contain a high proportion of the educationally disadvantaged whose previous learning experiences have been interrupted by time away from school (for whatever reason), or whose home culture made achievement at school difficult. A fair number may be alienated from the educational system and be resistant to classroom experience. It may nevertheless be important for them to develop their basic educational skills in a sympathetic and supportive environment which is actively concerned with preparing them to cope with adult and productive life, rather than to enter immediately on work experience where their difficulties might not be so readily diagnosed and helped. Some members of the target group will have behavioural problems which impede both learning and the development of relationships with other people and which will get in the way of disciplined activity at work; some may have immature personalities and lack of confidence and ambition; others may find it difficult to organize their lives and cope with the demands of a range of social situations. On the other hand, tutors report that there is often unfulfilled potential in the group which appropriate objectives and teaching methods can reveal and develop. Colleges able to offer this kind of tuition and support can learn more about the provision from their Area Managers of the MSC's Special Programmes Divisions.

The goals of WICs are likely to be the development of confidence, social competence and basic educational skills in trainees, together with experience of work through placements, and some simple skill training. Careers education and guidance will also be part of the scheme. The

courses will thus be focussed on the young people's immediate situation and aim to give them the abilities to cope with unemployment and with adult roles in the community as well as to develop their interests, concentration and basic educational abilities in order to make an effective transition to employment, work experience, or a more demanding training opportunity.

WICs are likely to be organized in a way which does not evoke memories of previous failure in educational settings. Thus colleges will probably not wish to have large blocks of English, Maths, Social Skills etc involving set lessons to be followed by the group as a whole.

CHAPTER THREE EDUCATIONAL SUPPORT FOR WORK EXPERIENCE

The four types of work experience in YOP* allow opportunities for off-the-job further education. Not all of this will take place in colleges ("social and life skills", for instance, can be taught on firms' premises or in other locations such as training workshops or at premises used by the youth and community services), but FE has much to offer trainees on day or block release.

The most common forms of FE support for work experience are (1) "infill" in existing courses, (2) vocational courses aligned to the activities of trainees, (3) basic education, and (4) social and life skills/education training.

INFILL

Some traditional FE programmes will be appropriate for a number of YOP trainees in the locality of a college. Basic craft, clerical and caring courses are among those which can increase the knowledge and expertise of young people in relevant work experience placements. Such education will not only benefit trainees but also raise the general level of skill in the nation's work force. However, colleges will wish to assess the suitability of entrants to these courses, which will involve interviewing the young people and discussing their activities at work with their supervisors and careers officers. As the careers service has the responsibility of referring entrants to YOP opportunities its officers should be informed that vacancies might be available for trainees on some FE courses.

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*Work Experience on Employers' Premises, Project-based WE, Training Workshops and Community Service are described in Appendix I

The major difficulties in making such provision available to YOP are the entry dates of trainees and the duration of their attendance. Standard FE courses are not usually geared to take young people at times other than the beginning of a session, and colleges expect students to remain in their courses for the whole academic year. YOP trainees, however, may enter and leave the Programme at any time - and it may prove difficult, even for colleges with vacancies, to achieve the flexibility of organization necessary to accept the continuous entry of students in courses which are predicated on a gradual build-up of knowledge and skill over a period of months. Where courses are organized as a sequence of more-or-less free-standing units it may be possible to accept additional students from YOP.

Though not vocational in the sense of being related to specific occupations, GCE courses can give suitable trainees the chance to develop their cognitive abilities and acquire qualifications which are useful in a range of jobs. Many colleges offer day-release classes for GCE candidates - but here again they usually require students to enrol at the beginning of a session and attend throughout the year. It may well be possible for careers officers and supervisors to arrange for a trainee in the "September entry" to attend such classes and to continue with them if he or she changes placements. As FE establishments frequently offer parallel classes in the evenings a young person who leaves YOP for a job which does not offer the opportunity for release could complete his studies outside working hours. On the whole, however, it can be expected that careers officers will advise young people who stand a good chance of obtaining passes at GCE level to remain in full-time education.

SPECIAL VOCATIONAL COURSES FOR YOP

In areas where a large number of trainees are involved in (say) engineering, construction or clerical activities in their work experience placements it may be possible for colleges to offer relevant courses for groups from YOP. Such courses could be identical with, or adapted from, standard FE programmes or they could be based on the short industrial courses mentioned in the previous section. In this case staff may be able to organize the learning in short units to allow for the continuous entry and

exit of trainees. Basic skills are likely to form the staple content of these courses, but there could be programmes in simple entrepreneurial skills for those who wish to try working for themselves or setting up a small cooperative. This latter type of course may be more appropriate for groups from training workshops where the entire process of production from establishing a market to selling products takes place.

BASIC EDUCATION

Many colleges have experience of offering both pre-TOPS courses (for adults who wish to raise their educational standards before entering a programme in the MSC's Training Opportunities Scheme) and adult literacy classes. The expertise, approaches and materials employed on these courses could well be used, with suitable modifications, to assist young people on Work Introduction Courses (see the previous section) and on day release from work experience if they are diagnosed by their careers officers and college staff as being in need of enhanced basic education. It is unlikely that all the trainees assessed as in need of such tuition will be at the same stages of development or have the same interests or attainments. A "workshop approach" where the young people can work individually or in small groups could be useful to get the best out of the situation in the time available. Communications and numeracy workshops demand resource-based teaching in which staff diagnose students' requirements, provide instruction and materials for the young people to work on, and act as guides and facilitators who move round individuals and small groups rather than as class controllers in the more formal sense. The development or adaptation of materials can be difficult and time-consuming, but some authorities and colleges now have a great deal of successful experience in these activities. Some establishments have carried the idea to the extent of providing "drop-in" workshops, where students on FE courses, YOP trainees and members of the public can attend for tuition at times which are convenient for them and the staff.

Social and Life Skills

A study group of the FE Curriculum Review and Development Unit will report on the teaching of social and life skills, towards the end of 1979. FEU has also commissioned a review and synthesis of research and development in social education from the National Institute for Careers Education and Counselling which will be available in 1980.

The following publications will prove useful:

Instructional Guide to Social and Life Skills - MSC, 1977

The CRAMP Approach to the Teaching of Social and Life Skills - Industrial Training Research Unit, 1977

Teaching Social and Life Skills - Association for Liberal Education, 1978

Reading list of books on Social Education and Life Skills - Youth Opportunities Development Unit, National Youth Bureau, 1978

Reading list of materials for Social Education - YODU/NYB, 1979

Social Education in Informal Settings - YODU/NYB, 1979

From Social Education to Social and Life Skills training; in whose interests? YODU/NYB, 1979

Life Skills Training Manual - Community Service Volunteers, 1979

Social Skills and Personal Problem Solving : A Handbook of Methods by Philip Priestley et al - Tavistock Publications, 1978

Much of the early work on life skills, took place in Canada. The following references are relevant:

Life Skills Coaching Manual
The Dynamics of Life Skills Coaching
Evaluators in Life Skills Training
Readings in Life Skills

} Training Research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan, 1973

"Life Skills and Life Style" by Stuart Conger in Industrial and Commerical Training, November 1974.

SOCIAL AND LIFE SKILLS*

At present most release from work experience to FE is for social and life skills (SLS) education/training. SLS encompasses a broad area of learning associated with the personal development of trainees - thus it is not a conventional academic "subject". The term came into common use in the UK after the publication of the MSC's"Instructional Guide on Social and Life Skills" for staff in Skillcentres and elsewhere who were providing basic training for unemployed young people. More recently SLS has been a component of schemes of Unified Vocational Preparation for young workers in jobs which traditionally have not offered release for FE and/or training.

The content of SLS ranges from instruction and practice in skills which can be mastered more or less completely (such as filling in forms of application for jobs or benefits) to activities in which personal confidence and social competence are likely to continue to develop over a large period of time (such as interacting with strangers in a range of different situations). This form of education is intended to enhance the ability of young people to cope for themselves and to act independently in adult life. Its significance lies in the recognition that the acquisition or possession of technical skills is not sufficient for young people to be successful at work.

The objectives of SLS are derived from analyses of, or assumptions about, the demands made on young people in the work place and in the community at large. However, the number and variety of possible objectives are so large that FE tutors will have to make a selection for the purposes of curriculum planning and teaching (and will need to negotiate these both with the MSC and the young person).

It is important to remember that by no means all the personal and social development of trainees in YOP will occur in SLS classes, and opportunities for developing confidence in their own abilities and social competence should develop to some degree, during their experience at work.

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*See note opposite

The role of the FE element will be to consolidate such learning* and to complement what is achieved in the work place. It follows, therefore that SLS tutors in colleges must decide what learning has taken or is likely to take place in the trainees' placements before working out the provision which they should make. It is highly unlikely that a set course will be able to satisfy the needs of all the young people involved, as their backgrounds and experiences at work will be different - and this will have implications for the organisation as well as the content of the curriculum. It may not be easy, of course, to establish what learning opportunities** in the SLS area have presented themselves in the trainees' lives outside college, but the best way to find this out (both in terms of efficiency and because it gives status to the learner) is by talking with the young people themselves as well as by making contact with their careers officers and their supervisors at work. After such discussions tutors should be able to gauge what needs to be consolidated and where new learning is required which the trainees will not get without a planned input from the college; they should also be able to establish whether there are educational prerequisites (in, say, literacy and numeracy) without which SLS is not likely to be effective.

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*For example, this might involve getting young people to express and compare their differing perceptions of experience, to identify recurring patterns in that experience, and to draw out possible generalisations for use in the future.

**For many participants in YOP, the most tangible learning experiences have occurred outside institutions, in "real life". An important part of curriculum negotiation is to help a young person identify the kind of learning opportunities that present themselves outside institutions, and to define the kind of learning needs associated with them.

All this suggests that what tutors need for SLS is a "check list"* (rather than a syllabus), comprehending a number of areas of development, from which priorities for individuals will need to be determined. Also required is a range of materials and activities at different levels of difficulty, and a form of class organization which will enable young people with different requirements who might enter and leave the group at different times to benefit to the best of their ability. An example of a comprehensive check list is given in Appendix IV. It is suitable for a range of vocational preparation courses, in that teachers can make selections from the list according to the outcomes which are thought to be most appropriate to college resources, learner characteristics and local labour markets.

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*Items in the checklist will differ in type (some will be genuine skills, some not). Not all will be learned in the same manner or at the same rate. The teacher using a checklist will need to weigh the arguments for and against inclusion of items, and to take into account the perspectives of other partners in the teaching/learning process before deciding on a personal agenda for the trainee. These issues will be explored further and with regard to other FE curricula, in the forthcoming FEU report.

CHAPTER FOUR INTEGRATED PROVISION

This document has so far been concerned with discrete elements of YOP which can be offered in, or by colleges of further education - that is, with the different types of work preparation courses and day- or block-release classes for trainees in work experience placements. Such opportunities will be components of the total provision available to young people in the Programme in the locality of a college. The counselling and placing of trainees in opportunities which are relevant to their needs will generally not be the responsibility of the college but will be undertaken by the Careers Service whose officers try to match what is provided to the requirements of the young people. The separate elements of vocational preparation for this group - careers education and guidance, skills sampling, basic skills training, general education, social and life skills education, personal counselling and work experience - are likely to be offered by different agencies whose particular contributions will be known to careers officers and the MSC.

The success of YOP for a trainee will be measured not only by whether he acquires a job but also by what he has learned and how he has developed during his time in the Programme. It is important, therefore, that his route through the opportunities provided locally be so arranged that he receives the instruction and experience which best meets his interests. If he is judged to need improvement in reading, writing or arithmetic, or to be short of manipulative skills, or to be so unaquainted with the disciplines of work that he will have difficulty in adjusting to employment etc, he will require counselling and guidance towards those opportunities which will assist him in these areas. Many young people, of course, will be in need of a number of elements in the Programme, so an accurate assessment of what will benefit them most and which opportunities should be available to them in what sequence, is of great importance to their progress.

Some contributors to YOP consider that coherent learning routes can best be achieved by integrating the various elements of the Programme either in one place or in a flexible scheme which allows young people to move among assessment, general education, skills training, work experience etc in a manner which is not constrained by set 13-week courses or 6-month

blocks of work experience. Thus it is possible for a workshop to be planned in such a way that trainees can obtain further education, training, personal counselling and social and life skill education on the premises rather than having to move to different locations for the various elements. One project, in the North, intends to establish a workshop to recruit young people for a period of anything up to 2 years, during which time they will receive basic skills training in a series of modules related to at least two work areas. Facilities for vocational education will be provided on site and social and life skills education will be integrated into the total programme. Local employers and other agencies will be asked to second staff to manage the enterprise and conduct the training programme in a team effort. The content of the programme will be aligned to respective jobs at a semi-skilled level in the locality and industries round about will be urged to provide employment when the trainees' contracts at the workshop are finished. Another workshop, in the South, also wishes to draw together education and training on the sponsors' premises in preference to a separation of provision between different agencies and institutions. It has established a development team, with an educational consultant from a college, to plan and then implement an integrated preparation-cum-production programme for trainees.

It is also possible to have an "education-based" integrated scheme - though this does not imply that all the experiences of the young people have to occur in an educational establishment as, clearly, some aspects of normal employment (such as working in groups of adults) cannot be reproduced in colleges and schools. The advantage of such an approach is not that all elements of vocational preparation in YOP are offered in the college, but that there is a tutorial base to which the trainee can be admitted as an initial entrant to the Programme, where he can receive personal counselling and support throughout his time as a trainee and to which he can return between outside placements. The continuing support and guidance of tutors at the base should ensure an overall pattern and plan for a trainee's experience which the young person can help to change if the need arises. Tutorial staff from the college will help guide him through a number of opportunities, keep a watchful eye on his progress, liaise with his supervisors in outside placements, make decisions with him on the optimum duration of opportunities, and build up a profile of assessment over the period of his stay in the Programme. Administration can be centralised at the college and should in consequence be efficient and cost-

effective; the role of each component opportunity should be clear to the providers, as well as to the young people, as they will be part of a coherent scheme; the resources of the college - the technical expertise of staff, their experience in student assessment and pastoral support, the facilities and equipment for education and training - will be to hand. What may be new to some teachers who are involved, though certainly not novel to the college in general terms, will be close coordination with firms offering work experience placements and assistance with job placement to help the young people into work.

An education-based YOP scheme is likely to have the following phases:

(1) identification and recruitment of students/trainees, which will require college staff to liaise with careers officers, the youth service, the Employment Services Division of MSC, voluntary organisations and other local agencies who are in frequent contact with unemployed young people

(2) induction to the scheme which will provide for the diagnosis and assessment of trainees' interests, abilities, attainment, powers of application and attitudes and how far these might be matched with alternative jobs and job routes

(3) a number of opportunities for basic education, skills sampling, limited skills training, work experience, social and life skills education, careers guidance, and perhaps a residential element

(4) assistance with job placement or entry into further education and follow-up over the first few weeks in work or a college course.

Personal counselling and tutorial assistance will be available throughout whether the young person is in college or out of it.

The coherence given by such a scheme lies in the ability of the college to link together the various elements of YOP in a planned progression. In such a scheme tutors are able to cut short a phase or part of a phase for a student if they judge this to be in his best interests. Thus an individual would not have to complete a set two or three week Pre-employment Induction Course but could be directed quickly from the induction phase to a period of work experience or basic education. The college can also combine elements in a number of ways - so a student could be given day-release from basic education or skills training to work experience to acclimatise him to the work environment, or he could be given short blocks (of, say, 4 weeks) of work experience interspersed with college activities if he and his tutors thought that work sampling would be valuable. A 'normal' format of provision (13-week courses and 6-month blocks of work experience) would be possible within the framework of the scheme, but the structure of any one trainee's route through the programme would depend on a 'learning agenda'* agreed by him and his tutors during the induction phase and subsequently confirmed or changed over time.

The 'learning agenda' is necessary to achieve progression of learning and adequate coverage of opportunities related to the young person's needs, but it demands an effective coordination of YOP components. These colleges which show interest in education-based schemes have generally decided to locate the administration and tutorial functions in one department or even to create a department or centre to have oversight of YOP provision and perhaps other forms of vocational preparation and basic general education (such as Unified Vocational Preparation for young workers, adult literacy and Preliminary Training Opportunities Scheme courses). It will be necessary for such a department

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*This term describes the plan of experiences and learning objectives which the young person will follow. We recommend it should result from consultation between the partners in the learning process and should describe how each will contribute to the trainee's education and training. A learning agenda could be an informal contract, agreed in discussion, but we recommend it be written down (though this should not present it from being modified as necessary).

or centre to develop approved work experience placements or to liaise with those provided by other agencies to ensure progressive programmes for the trainees, and the head and senior staff of such a department will need to negotiate access to the expertise in other sections of the college where this will increase the range of skill sampling and training opportunities. Close contact must be maintained with the Careers Service which will have an important role in the recruitment and job placement places as well as in careers guidance, and colleges will no doubt wish to liaise with the youth service over aspects of social education, informal education outside the scheme, and residential education which can promote personal and social development in ways which are not open to other elements of YOP.

These are vital elements in a programme which sets out to develop the confidence of young people and help them achieve some status and self-esteem. There are guidance and counselling specialists in the colleges and other agencies participating in YOP (such as the Youth Service and Careers Service) and they will have much to contribute to the assessment of trainees' needs, to the placement of young people in opportunities, to their decisions about jobs and to the solution of their welfare and personal problems. Nevertheless all teachers involved in YOP must be concerned to some extent with guidance issues. The sympathetic understanding and professional commitment which teachers are required to have inevitably means that some trainees will turn to them for help rather than approach someone they know less well. Matters requiring a guidance and counselling approach may arise spontaneously in social and life skills sessions, in communications classes and in workshops where trainees are learning basic skills.

There are various definitions of "guidance" and "counselling" in the specialist literature but for our purposes we can consider them together as a generic term which describes three kinds of activities : passing information, giving advice, and enabling or facilitating action. When staff are involved in such activities with trainees for the purpose of helping them make decisions about personal, educational or vocational matters they are involved in guidance and counselling. Of course, problems and decisions often cannot be placed neatly in one category (as teachers will recognize, difficulties in studying may represent both personal and educational problems) and the categories themselves can be subdivided (a young person who cannot find accommodation and another who has fallen foul of a supervisor at work may both have personal problems but they are of different kinds and need different solutions). However, the three categories of decision-making and the three functions of staff are useful guides to the area of guidance and counselling and to the activities which adults who work with trainees will be required to undertake.

Many colleges offer welfare and personal counselling services which are conducted by trained professionals, and some have appointed teachers to

take responsibility for careers education. Trainees attending FE establishments should have access to their services in the same way as other (full- and part-time) students do. Trainees should also have the benefit of learning about the other types of opportunity which FE offers to post-16s, from those whose task it is to discuss the courses available to local enquirers. The young people will also receive advice from personnel outside the colleges. The Careers Service has the responsibility of counselling entrants and trainees about the best use they can make of the Programme in relation to employment opportunities, and sponsors of work experience will nominate adults to have a guidance and counselling role with the young people who are placed with them. It is important that one or more of the teachers who work with the trainees in a college should liaise with these personnel in order to save duplication of effort and, if possible, to avoid conflicting approaches. Careers Officers and those responsible for guidance and counselling support in work experience should be encouraged to visit the college to get to know staff teaching trainees and the services offered by FE.

All this is not to imply that trainees in the Youth Opportunities Programme are by definition young people with severe problems (though the failure to find employment may have left some with a feeling that they are failures in an aspect of life which society values highly). Many young people in the 16-19 age range experience difficulties as they move towards independence and adulthood, and colleges have a great deal of experience in dealing with full- and part-time students who need counselling over worries to do with their courses, housing, finance, health, family matters and even points of law. Teachers frequently find that young people prefer to discuss such issues with them rather than with their families, friends or adults at work. Where information or advice on matters such as these is needed the teacher is unlikely to be disconcerted. If a specific problem falls outside his range of knowledge or expertise (for instance, the law on hire purchase or the availability of accommodation) he should know where to refer to enquirer for expert help. However, the more complex personal problems of students (such as an inability to concentrate on college work or tensions at home) require an enabling or facilitating approach which face him with a different challenge. What is needed here, in the first instance, is an attentive, non-judgemental listener who through sympathetic questioning

and summarizing of what has been said is able to help the young person to come to a clearer understanding of the situation as the first step towards solving it himself. The teacher cannot provide instant solutions to problems of this kind. His role is to clarify the situation and then, if difficulties persist, to refer the young person to specialist assistance. In this case it is usually preferable for the teacher to seek advice outside before referring the student elsewhere. (Premature referral may well convince the young person that his problem is indeed too big to be managed; attention and discussion often reveal it can be handled without going to anyone else).

If this mode of working is unfamiliar teachers will probably find it helpful to make the trainee's work and progress at college the basis of their relationship with him. A stance such as helping him to get most out of his time at college enables a teacher to explore matters such as non-attendance, late arrival or recalcitrance in class in a non-authoritarian manner. It also establishes the relationship as a professional one with appropriate boundaries. This is not to suggest an uncaring attitude, but to prevent situations arising where the young person feels that an offer of friendship has been withdrawn (as, for example, in cases where some disciplinary action is necessary). Insistence on a professional relationship will also help the young person to establish his own independence more easily.

Much guidance and counselling will occur in small groups rather than in individual encounters. Some FE staff report that YOP trainees prefer to talk in a group setting, even about relatively intimate matters as they seem to find individual sessions with a teacher unfamiliar and threatening. Teachers too may prefer group counselling and many build such sessions into their YOP timetables. This need not be elevated into a form of "group therapy" nor be handled as "general discussion". It can be an opportunity for a small number of trainees to focus on specific issues of relevance to them and to work towards a clearer understanding and resolution of some questions and problems. Some knowledge of group processes will, of course, be valuable for the teacher concerned, as will clarity about his own role. Can he say, or imply that anything told to him will be treated as confidential? And, if so, can he always guarantee this? Such conflicts of role, between (say) the teacher as the representative of an institution with rules and regulations and the teacher as enabler and facilitator, will have to be settled so that the young people know where they stand.

Points such as the last-mentioned reveal the importance of support for teachers involved in guidance and counselling. Various levels of support are possible. At the least, teachers involved in YOP could have a time to meet together, to share problems which have arisen or work out where they stand on important matters or relationships with trainees. If the college has a counsellor or someone with similar expertise his presence at such meetings would give a different perspective on issues which face teachers involved in the work. If there is no counsellor, thought could be given to asking someone outside to act as a consultant at some of the meetings. (Various services could be approached to provide this assistance). In addition some teachers might wish to attend part-time courses in guidance and counselling. On occasion adults who have responsibility for the young people in their work experience placements could be invited to team meetings in the college. As partners in the process of developing YOP trainees their perception of the young people's progress should be of value.

Although we have addressed ourselves in this document to FE staff, much of this section is equally applicable to those responsible for the learning and personal development of the young person at the place of work. FE staff experienced in this area may have a useful contribution to make as consultants to supervisors.

CHAPTER SIX EDUCATIONAL CONSULTANCY

In YOP, the education and training of young people are entrusted to a number of cooperating agencies. Further education is one of the partners in this process and in determining the characteristics of the learning agenda required to support it. The learning agenda operates at two levels: one is concerned with the kind of contract negotiated and agreed among the agencies which provide counselling, referral, experience, education and training, while the other is concerned with the kind of contract entered into between the young person and the FE teacher.

Educational consultancy in such a system serves to link the college effort with that of other providers. It involves sharing the insight and understanding of FE teachers with the trainees and with other partners in the process. It is particularly concerned with the identification and analysis of the overall learning needs of each young person, and an assessment of the contribution which each agency can make to meeting these needs. As an educational agent the FE college is particularly well placed to undertake this task.

Whilst most YOP students in FE are in Short Industrial Courses of various kinds, 70% of YOP trainees are in Work Experience and most of these are in Work Experience on Employers' Premises (WEEP). WEEP represents a large area which FE has yet to explore (nationally only 1 in 10 of young people in WEEP have further education at an FE college). In WEEP, the young person spends most of his time with the sponsor among which small firms predominate. If evidence of trends in patterns of employment is being interpreted correctly, young people are increasingly likely to find more and recurrent employment opportunities in small firms than in larger concerns. Small firms certainly provide the first tangible experience of adult status and independence for the majority of YOP trainees. It would seem therefore, that educational consultancy, in many but by no means all situations, should be focussed particularly on the WEEP sponsor, if some of the problems of a possible wide scatter of placements and short duration in the programme can be resolved.

Educational consultancy might help the sponsor to set up a range of opportunities for both skill and affective learning, particularly if he is willing to establish a "father figure" or primary adult as a feature of work experience. Such a father figure - usually a fellow employee of the young person, may provide an invaluable role as industrial tutor or coach acting as an on-site catalyst for work-focussed learning, and as a bridge to off-the-job reflection on work experience. Some colleges are already acting in an extended consultancy role by helping sponsors' staff prepare for the changes associated with a young person becoming an additional member of the working team, and monitoring these changes as they occur*. This may include drawing up job descriptions and establishing performance criteria, for sponsors' staff, and participating in their training.

Where such a close and supportive working relationship between the college and the sponsor can be sustained, a more complete expression of "traineeship" can be achieved, drawing its features more from adult recurrent education and training than from the learning experiences which have preceded it**.

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*MSC has issued a pamphlet on provision of training for sponsors' staff (reference opposite Preface). The City and Guilds of London Institute is piloting an award for supervisors in a number of colleges and instructor training centres.

**The distinctive features of such a traineeship are learning from experience in a number of settings, learning from other adults, deriving the goals of learning from adult interests and from working life, focussing learning on useful outcomes, and providing opportunities for self-assessment and self-directed learning.

CHAPTER SEVEN STAFF DEVELOPMENT

The following list of qualities and characteristics required by staff teaching YOP trainees is adapted from a profile provided by a London college:

(a) an optimistic view of trainees' potential for improvement and the capacity for making a realistic assessment of their progress

(b) sympathetic understanding of the employment difficulties faced by the young people

(c) an understanding of the trainees' behavioural and learning problems combined with firmness in obtaining acceptable standards of performance

(d) an acceptance of differences among trainees in personality and learning ability and an acknowledgement that teaching methods will need to be varied and flexible

(e) the ability to give trainees personal support and enable the peer group to be supportive of individual members

(f) willingness to work with others in the staff team to achieve a coordinated pattern of learning activities for the young people

(g) knowledge of local employers and their local requirements for young people

(h) knowledge of the education courses which may assist those young people whose interests would be served by further study.

To this might be added

(i) an understanding of the issues to which YOP is addressed and of the aims of local schemes

(j) the ability to devise learning experiences which will interest trainees and satisfy the aims of YOP

(k) the ability to work with supervisors of work experience and others in order to coordinate the element of YOP in the locality.

Those recruiting or selecting staff to teach young people in the Programme will no doubt wish to ensure that they exhibit the types of concern noted in points (a) - (d) above. These qualities are likely to help staff maintain good relationships with trainees and secure their willing participation in schemes. Some colleges will already have teachers experienced in this type of work who will have been involved in Unified Vocational Preparation, adult literacy provision or day-release classes for the old Work Experience Programme or Job Creation Projects. Sources of recruitment for staff may include adult education and the youth service, sectors which emphasize participative teaching methods.

Teachers new to the Programme will require a period of familiarisation with the aims of YOP and the principles underlying vocational preparation. This can be done 'in-house' by senior or experienced members of staff, or might be achieved in collaboration with neighbouring colleges at short conferences to which MSC personnel could be invited to contribute. Such conferences or courses will be especially valuable for part-time teachers, but full-timers new to working with the young unemployed will need to know the place of the college in local schemes and will benefit from learning about the role of other partners in the provision. It is also important for staff to understand the structure of local industry and to know the types of unskilled or semi-skilled jobs which might be available to graduates from the Programme. MSC and local employers will be able to assist with this aspect of induction. The views of the supervisors of work experience placements should also be taken into account. The youth service and social services departments will be able to provide background information on the life style and expectations of young people in the client group. Induction conferences offer the opportunity not only for FE teachers to meet personnel from outside the college who can make an input to YOP but also for staff from the institution itself to explain the resources to hand which can be used in the learning process.

The major roles of staff working with trainees are those of teacher, counsellor, and manager of the learning programme. The Unit's earlier publication "Experience Reflection, Learning" made the point that while formal teaching methods have a place in courses of vocational preparation, when specific knowledge and skills are being imparted, staff should also

be prepared to start from the experience of the young people in order to encourage them to identify and accept the need to learn. This is sometimes called experiential or participative learning and includes methods such as

- discussions which enable the trainees to recognise and consolidate what experience has 'taught' them, and which helps them to identify what else they need to learn or practice

- project work derived from the consideration of their experience outside college, and possibly extending into it

- games, simulations, case studies and exercises designed to achieve specific learning outcomes

- the teaching of problem-solving techniques which can be used in a range of situations.

The learning process outlined in "Experience, Reflection, Learning" discussed these methods in relation to a curriculum model which is appropriate to the needs of young people in schemes of vocational preparation. It offers advice on using and extending the experience trainees gain outside the college, on helping them to conceptualise and understand that experience and to identify what further specific learning they need, and on developing resource-based learning and projects to enable the young people to engage in learning activities which are appropriate to their requirements.

Counselling is considered in a separate section of this report (and also in "Experience, Reflection, Learning"). A major aim of YOP is to develop the confidence and self-assurance of young people in the Programme - and much of this will be achieved through the acquisition of competence in basic skills and an introduction to productive work in placements. Some colleges will have staff experienced in personal counselling and their expertise should be available to trainees, but all staff working on YOP should be prepared to listen sympathetically to the young people in order to help them interpret their experiences and determine their

own stances on key issues and consider the consequences of their decisions and actions. Much of the general counselling of YOP trainees will take place in group learning situations in which the young people will discuss their reactions to work placements and will learn from the experience of one another.

As managers of learning, tutors will need the ability to analyse the learning needs of trainees (and use diagnostic test instruments where necessary) and to agree 'learning agendas' with the young people themselves. Learning agendas are in effect check-lists of what needs to be learned, so teachers will wish to be aware of what is being taught in other areas of a young person's experience in the Programme. It will be important for them to know the objectives of other opportunities in the locality in order to ensure that the FE components reinforce or complement these as necessary. At least some members of staff will need to negotiate or agree the contribution of the FE elements with MSC and other partners in the learning process. Some members of staff should be experienced in designing curricula as there are no 'set' courses which can answer all the trainees' needs, and senior teachers will be required to coordinate the contributions of their colleagues to the colleges' overall provision.

It is expected that training courses will be developed for teachers involved in YOP at the colleges of education (technical) and regional centres as it is unlikely that all their needs can be met 'in house'. Such courses will be most useful in the areas of participative teaching methods, basic general education, counselling, social and life skills education, and careers education. Colleges can, however, do a great deal for themselves by allowing time for the staff working on YOP to come together to discuss their experiences, develop learning materials for the young people, and devise teaching projects. Some meetings of the staff team could be opened to work experience supervisors, and on some occasions an outside consultant (from, say, the youth service, the LEA advisory team, or a college of education) could assist with specific problems or techniques. Regular meetings of staff concerned with courses which share common elements with YOP would ensure the sharing of experience and help develop sensitivity to the young people for whom effective as well as cognitive learning is important.

In YOP the activities of designing new curricula in association with others and of implementing them in a more flexible manner than is traditional are themselves a vehicle for staff development. However, the processes will require some in-house appraisal if they are to be developed and improved. Meetings of the staff team can help teachers find solutions to problems of role change from instructor to facilitator and counsellor, and regular feedback from the classroom to staff meetings and workshops on teaching techniques can help not only with the sharing of perceptions but also with change in teaching techniques. Workshops which involve the assessment of micro-teaching exercises under the supervision of a teacher trainer can be especially valuable.

APPENDIX I

THE COMPONENTS OF YOP

SPECIAL PROGRAMMES

OPERATING STATISTICS (end of February 1979) — YOP

Type of scheme[4]	PLACES				PARTICIPANTS[1]			
	Places approved year to date		Stock of approved places		Entrants year to date		Estimated number of current participants	
	April 1978 — January 1979	April 1978 — February 1979	end January 1979	end February 1979	April 1978 — January 1979	April 1978 — February 1979	end January 1979	end February 1979
WEEP	53,200	56,800	105,400[2]	108,900[2]	76,900	85,700	48,200	54,600
PBWE	9,700	10,400	9,700	10,400	4,600	5,700	3,800	4,600
TW	4,200	4,500	4,200	4,500	2,100	2,500	1,800	2,300
CS	9,400	10,600	9,400	10,600	4,300	5,100	3,800	4,500
Total Work Experience	76,500	82,300	128,700	134,400	87,900	99,000	57,600	66,000
EIC	1,300	1,300	1,300	1,300	1,500	1,700	100	100
SIC	18,900	19,800	18,900	19,800	26,500	29,200	7,100	7,600
RC	900	1,100	900	1,100	500	600	200	300
Total Work Preparation	21,100	22,200	21,100	22,200	28,500	31,500	7,400	8,000
TOTAL YOP	97,600	104,500	149,800	156,600	116,400	130,500	65,000	74,000[3]
Community Industry	not applicable	not applicable	5,500	5,500	5,200	5,600	5,100	5,100

OPERATING STATISTICS (end of February 1979) — STEP

Places	January	February
Approved places since 1 April 1978	20,100	22,200
Stock of available places (filled and unfilled) and end-month	14,500[5]	16,500[5]
Participants		
Entrants since 1 April 1978	11,500[5]	14,000[5]
Filled places at end-month	10,000[5]	12,000[5]

NOTES:

1 The cumulative figures for participants include only those joining on or after 1st April and so exclude any person already on schemes where they were converted to YOP on or after 1st April.

2 Includes approximately 50,000 places converted to YOP from the original Work Experience Programme

3 Includes 1,000 adult YOP staff

4 WEEP — Work Experience on Employers' Premises
PBWE — Project-based Work Experience
TW — Training Workshops
CS — Community Service
EIC — Employment Induction Courses
SIC — Short Industrial Courses
RC — Remedial Courses

5 These figures include JCP conversions to STEP

Source :- "Network"
March 1979

THE COMPONENTS OF YOP

The Programme endeavours to achieve its aims through two major types of opportunity - (1) courses of work preparation and (2) work experience placements. Employers, local authorities, voluntary organizations and other agencies are urged to sponsor schemes to give young people an introduction to the world of work and practical experience in a range of jobs, while colleges are asked to support these schemes with relevant further education. Colleges can also mount courses designed to prepare young people for work by helping them decide which jobs might suit them and by providing training in basic skills.

WORK PREPARATION COURSES

Employment Induction Courses* are two or three weeks long and are aimed at young people who have little or no experience of work and few educational qualifications and who are uncertain about the type of job they want. The trainees are counselled and assessed during the course to help them make a realistic choice of occupation. They undertake short projects to improve their practical skills and gain an idea of the requirements of working life. The staff of the course also assist them to improve their competence with language and number. Further aims of EICs are to increase the trainees' capacity for self-assessment and to develop self-confidence in interview and employment situations.

EICs are based mainly in employers' premises though some colleges make them part of their YOP provision. There are at present one or two experiments to incorporate the elements of EICs in longer introduction to work opportunities. MSC offers detailed guidelines for course organizers to help them devise suitable programmes.

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*MSC guides to these and other opportunities in the Programme are listed at the end of this appendix.

Short Industrial Courses are intended to develop trainees' maturation and skills in relation to job opportunities at semi-skilled or operator levels in fairly specific areas of employment. They are usually 13 weeks long. SICs are meant to take account of the requirements of local labour markets and thus are offered in types of employment where work is likely to be available. Courses enbrace many of the standard areas - engineering, construction, catering, clothing, distribution, office work, etc.

SICs involve more practical work than most FE courses though they are similar to "normal" provision in that the trainees have made a decision about the kind of occupation they want. The courses should provide, in addition to vocational skills training, opportunities for the young people to develop their confidence and initiative and improve their competence in communication and numeracy where that is necessary.

Occupational Selection Courses are a development from SICs for young people who need an opportunity to assess their aptitudes and confirm their interests before committing themselves to training or a job. There are two types of course:

(a) Short OSCs which offer a period of assessment (usually two weeks) followed by a period of skills instruction selected on the basis of the assessment. Where possible a social and life skills element is built into the course.

(b) Longer OSCs which allow the exploration of several occupational areas in addition to social and life skills instruction and work on literacy and numeracy.

Courses can vary in length from 8 to 18 weeks depending on the level of ability and aptitude of the young people.

Remedial Courses (sometimes called Preparatory or Work Introduction Courses) normally last 13 weeks but can be extended for individual trainees. They are designed to assist less able young people to improve their literacy, numeracy and social skills, and to develop their confidence and motivation to look for work or go on to some other form of training or work experience.

Owing to the wide range of ability and needs of trainees in RCs, colleges often use individualized or "workshop" approaches and arrange short work placements in college or in local firms to give point to the period of study. Some training in work skills is frequently included. The educational elements of RCs bear resemblance to remedial or support classes for vocational students and to provision made by colleges for adult literacy.

TYPES OF WORK EXPERIENCE

Work Experience on Employers' Premises is the most common opportunity in YOP : more trainees are in WEEP than in all the other opportunities put together. WEEP is intended to provide a realistic introduction to the requirements, disciplines and satisfactions of working life. Placements in firms usually last for six months. They should offer an induction to the oranization, planned work experience, training or further education (though the young person doesn't have to attend college), and personal advice and support. It is important that trainees be given as wide a range of work as possible so job rotation within the company is a feature of the scheme, and in some cases it may extend to more than one company. Each work station should allow the trainee to gain enough experience to familiarize himself with the job, to establish a rapport with the permanent work force, and to make some assessment of his own interests and capabilities.

The FE element of this and the other types of work experience can take the form of part-time day (or half-day) or block release to a college - or it can be offered as "outreach" provision at the work place or another location. It might also involve a period of residence. The content may support the trainees' work activities or it may focus more on personal development and transferable skills. It should always be related to adult and working life. At present only a small proportion of WEEP trainees have release to FE.

Training Workshops provide a period (not less than six months and usually not more than a year) of introductory operative or other basic training in a productive environment. They should offer the kind of setting which will interest and develop the potential of young people and improve their

prospects of finding employment. Trainees are involved in producing goods or providing services for the local market. TWs are required to give induction, life and social skills training, and opportunities for further education.

Project-Based Work Experience gives young people the opportunity to sample a range of activities and to acquire skills and knowledge through involvement in projects of benefit to the local community. Preference is given to projects involving environmental improvement and the provision or improvement of amenities such as advanture playgrounds, youth clubs and community centres. Projects can vary in duration but should provide work experience for at least six months for individual trainees. Again, opportunities for training or FE must be available.

Community Service schemes enhance or supplement services provided by voluntary organizations, statutory authorities or other agencies. An important aim is to aid the development of young people by involving them in face-to-face contact with the clients for whom the services are provided. CS also allows trainees to experience working life in an organization for at least six months. Arrangements should be made for appropriate training of further education.

USEFUL PUBLICATIONS

Guide to Employment Induction Courses and Sponsors' Handbook - MSC, 1978
Guide to Short Industrial Courses and Trainers' Handbook - MSC, 1978 (being revised for reissue as Guide to Short Training Courses)
Guide to Work Introduction Courses - to be issued by MSC, 1979
Survey of Work Introduction Courses in the South-East, 1978/79 - MSC, Training Services Division, Basingstoke, Hants
Guide to Work Experience on Employers' Premises and Sponsors' Handbook - MSC, 1978
Guide to Training Workshops and Sponsors' Handbook - MSC, 1978
Developing a Local Training Workshops Policy, a Discussion Document - Workshops Support Group, 1978
Training Workshops Guidelines, Some Objectives and Proposals - Workshops Support Group, 1978
Enterprise Workshops - National Council of Social Service, 1978
Guide to Project-based Work Experience and Sponsors' Handbook - MSC 1978
Guide to Community Service and Sponsors' Handbook - MSC, 1978
Community Service and the Young Unemployed - National Youth Bureau, 1977

APPENDIX II

THE RATIONALE BEHIND YOP

THE RATIONALE BEHIND YOP

The components and organisation of the Youth Opportunities Programme derive from an interpretation of (1) present employment conditions and trends in employment, and (2) the characteristics and needs of young people who have had difficulty in finding work.

EMPLOYMENT TRENDS AND THE REQUIREMENTS OF THE LABOUR MARKET

The present recession in the world economy has raised the level of unemployment in the Western industrialised nations, including the United Kingdom. Large numbers out of work may be with us for some years to come as slow industrial growth makes for difficulties in reducing unemployment. In addition, the labour force in the UK will increase in size until 1982 owing to such factors as a bulge in the numbers leaving school and the desire of many women to return to work - so in the immediate future there may be even more competition for the available job openings. It is also likely that firms will be calculating carefully the numbers and kinds of employees which they need: workers have now become a fixed rather than a variable cost (through employment protection legislation and improved terms and conditions of work) and companies will not wish to increase their costs greatly in a recession.

There have also been, in the recent past, some structural changes in the nature of jobs. Developments in technology and production have led large firms to employ fewer people, and there is a general tendency for unskilled jobs to decline in numbers (though there has been a proportionate increase in technical and in semi-skilled positions as well as some growth in non-manual occupations in the professional, administrative and service sectors). The projections of the Manpower Research Group at Warwick University suggest that manual occupations will continue to decline to less than half the total of employment and that within the manual categories there will be a continued decrease in those occupations with the lowest skill content.

It is generally agreed that the groups which will feel the pinch of unemployment most are unskilled adults and the young who do not possess either marketable qualifications or the skills, knowledge and experience relevant to the labour market. The Youth Opportunities Programme is an endeavour to assist the latter group by providing them with careers guidance, experience of work and some basic skills and by helping them assess their abilities and job interests in relation to the local situation. Even in difficult times employers have vacancies to fill as there are always people leaving work or changing jobs. YOP should make it easier for young people to claim a share of these openings.

It is widely believed that technological developments will bring about further change in the nature of jobs and that many young people entering, or wishing to enter, the labour market today face the prospect of having to change employment several times in their working lives. Much of industry and commerce requires, and many young people will benefit from, a broad-based vocational preparation which emphasizes transferable skills and thus assists mobility among jobs. Many courses of work preparation in YOP will emphasize skills which can be used across a number of occupations, and sponsors of work experience are urged to let trainees try several jobs so that they can observe a range of employment activities.

THE CHARACTERISTICS AND NEEDS OF THE TARGET GROUP

The young unemployed are not a homogeneous group, though they obviously share the characteristic of being without work. In fact they display a wide range of abilities and attainments as in certain areas of the country it is difficult for some of those with paper qualifications to find jobs. A few will have acquired GCE examination passes, others will have succeeded at CSE level, while some (the majority) will have few - or no - academic qualifications. The last-mentioned are likely to suffer most from the phenomenon of "trading down" whereby those with qualifications compete for jobs at a level below that which previously would have been their aim. The group will contain young people who are likely to be unemployed for only a short period of time - but some may well be in work intermittently at the start of their adult lives, while for others jobs will be hard to come by. (The length of the waiting period will be related in part to opportunities in their home areas

as there are particularly deep pockets of unemployment in the regions). Among their number are likely to be more from the disadvantaged groups of society than in most FE courses. These factors, added to the uncertainty about the types of occupation which the young people will eventually enter, makes them different as a target group from those with whom FE is most familiar.

The characteristics of the target group are known largely from statistics relating to young people leaving school, from surveys of the young unemployed and from reports by colleges and other organisations which have experience of working with them. On the whole they tend to be underachievers in education, from the lowest 30% of the school population in attainment terms. They also tend to be the sons and daughters of manual workers who are in jobs that are at risk (and who may be experiencing unemployment themselves). Around a third are from those who played truant or had extended periods of time away from full-time education in their last years at school.

One survey indicates that about half the group would be willing to re-enter education if that would help them secure jobs - but, significantly, those who lacked school qualifications showed a reluctance to return and expressed some dislike of formal education. The aim of many was to get out of school and into work as quickly as possible to gain the social and financial independence that employment brings. This aspiration has now been frustrated by the shortage of jobs, though through its work experience schemes the Youth Opportunities Programme could enable such young people to gain a footing in the work environment and get esteem from playing a useful part in an organisation or project team.

Surveys also indicate that about half the young unemployed are concerned to acquire a vocational skill and that they want to know how to make a good impression on an employer at interview. Many of them would apparently prefer to undertake any learning which is necessary to obtain worker status in a practical ("on the job") context rather than in a classroom atmosphere.

College reports indicate that, although individuals within groups of the young unemployed differ greatly, certain characteristics appear more frequently than others. Among these are difficulties with language and number, a lack of self-confidence (often a consequence of being unemployed), problems of concentration for more than short periods, ill-formed job aspirations, a general lack of preparation for the work situation, and a need for personal support and counselling. The various elements of YOP should help the young person gain confidence in his ability to learn, improve his awareness of the requirements of working life, develop his social skills, and diagnose his aptitude for practical skills before acquainting him with a number of operations characteristic of different types of occupations. The Programme should also help him reach a decision about possible jobs of further courses of education and training. As unemployment is not a problem caused by the individual, FE can help the trainee see it in a wider social context and can help him with the demands of adult life which extend beyond employment.

USEFUL PUBLICATIONS

Unqualified, Untrained, Unemployed : National Youth Employment Council Working Party Report Department of Employment, 1975 HMSO

About Unemployed Young People - Institute of Careers Officers 1972

D N Ashton and D Field, Young Workers : from School to Work - Hutchinson 1976

J M M Hill and Dr D E Scharff, Between Two Worlds : Aspects of the Transition from School to Work - Careers Consultants Ltd, 1976

A G Watts, The Implications of School-leaver Unemployment for Careers Education in Schools - Journal of Curriculum Studies 1978

J Bazalgette, School Life and Work Life : a Study of Transition in the Inner City - Hutchinson 1978 (revised edition)

C Murray, Youth Unemployment : a Social-Psychological Study of Disadvantaged 16-19 Year Olds - NFER 1978

Study of the Transition from School to Working Life - Youthaid 1979

A Cameron, Counselling the Young Unemployed - Leeds Polytechnic 1979

APPENDIX III

PARTNERS IN THE PROCESS

PARTNERS IN THE PROCESS

The amalgam in YOP of work experience, work preparation courses, careers guidance and personal counselling is achieved by coordinating the efforts of a number of agencies which have expertise in different areas of the provision.

MANPOWER SERVICES COMMISSION

MSC implements the Government's special programmes for the unemployed, the Youth Opportunities Programme and the Special Temporary Employment Programme for adults (aged 19 and over). Its Special Programmes Division coordinates and funds YOP and STEP. In this it is assisted at central level by a Special Programmes Board and at local level by a number of Area Boards which approve schemes and advise on the allocation of resources. Area Managers and the Officers offer advice to sponsors, link with providers, and are responsible for the general administration of the Programmes in their localities. FE staff working on YOP are likely to meet both SPD link officers and personnel from the Training Services Division of MSC who negotiate the types and content of work preparation courses which the Area Board has agreed are needed in a neighbourhood. They will also come across publications of the Profile Task Group which advises the Director of Special Programmes on the learning experiences to be included in YOP. The names, addresses and telephone numbers of SPD Area Managers are listed at the end of this appendix.

THE CAREERS SERVICE

Careers Officers work with the staff of schools and colleges to provide students with information about employment opportunities, give vocational guidance, help young people find suitable jobs, and maintain close links with local firms. The Service's role in YOP is to bring the Programme and its component opportunities to the attention of employers and to counsel and guide unemployed young people towards appropriate opportunities. It therefore has the important functions of assessment, selection, and counselling of trainees and potential trainees. Most young people are referred to YOP through the Careers Service, referral being backed up

by the appropriate documentation; a small number enter through the Employment Services Division of MSC. FE staff will wish to key their counselling in to that provided by Careers Officers, and will in any case liaise with the Service as the major source of clients for work preparation courses.

LOCAL AUTHORITIES

LAs play a major part in YOP as sponsors of schemes of work experience and, through the Local Education Authorities, providers of work preparation courses in colleges. Some Authorities have coordinated plans of provision negotiated with the Special Programmes Division of MSC, while others allow considerable college initiative and act more as intermediary and monitoring agencies. An Authority may have a planning committee which has oversight of its contributions to YOP, or there may be ad hoc working groups of principles and others who manage opportunities. College staff will be in contact with officers in the LEA who have an interest in YOP provision, and with members of other departments who are supervising schemes of work experience which have FE elements. They will liaise with the Youth and Community Services which frequently play a major part in social and life skills education for trainees, in residential education, in "outreach" work with the young unemployed, and in community service schemes of work experience.

VOLUNTARY ORGANISATIONS

In many localities voluntary and youth organisations will take a close interest in YOP and may be responsible for some of the opportunities. Colleges will wish to forge links with these agencies in order to make appropriate contributions to their schemes and to keep abreast of their initiatives, especially in social education in which many voluntary organizations have long experience.

LOCAL EMPLOYERS

Work Experience on Employers' Premises is a major opportunity in YOP, which allows for off-the-job education and training. Those responsible for the FE elements in work experience will keep in touch with supervisors in local firms in order to judge how best to contribute to the trainees development in conjunction with the firms' representatives in the work-place. In some instances the FE elements will be used to reinforce learning at work, in others to extend or complement it, but such decisions will best be taken in conjunction with the young people and those responsible for their experience in the companies.

AREA MANAGERS - SPECIAL PROGRAMMES DIVISION OF THE MSC

Birmingham Area Office

24th floor
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Suffolk Street
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B1 1TT

E H Redford
Tel 021 632 4451 ext 53

Bristol Area Office

The Pithay
Bristol
BS1 2NQ

T E Jenkyn
Tel 0272 291071 ext 556

Cardiff Area Office

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Phase 1 Building
Tyglas
Llanishen
Cardiff
CF4 5RJ

R Aston
Tel 0222 753271 ext 2375

Carlisle Sub Office

1 Victoria Place
Carlisle
CA1 1HG

S Kerr
Tel 0228 39411

Coventry Area Office

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163 New Union Street
Coventry
CV1 2QQ

A J Brown
Tel 0203 56561 ext 52

Dumfries Sub Office

139 Irish Street
Dumfries
DG1 2NU

Miss M Whitehill
Tel 0387 5161 ext 9

Dundee Area Office

5 Whitehall Crescent
Dundee DD1 4AR

A MacDonald
Tel 0382 22575 ext 20

Edinburgh Area Office

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2-3 Queen Street
Edinburgh
EH2 1JS

Ruth McIlroy
Tel 031 225 1377 ext 224

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Central Station Chambers
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R Cairns
Tel 041 331 2751 ext 10

Glasgow Area Office (South)

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W J M Fortucci
Tel 041 331 2751 ext 18

High Wycombe Area Office

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High Wycombe
Bucks
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Miss J Cammegh
Tel 0494 41518

Horsham Area Office

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Worthing Road
Horsham
W Sussex
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P Short
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F M Polden
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Inverness Sub Office

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Inverness IV1 1TX

Miss C M MacDonald
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Ipswich Area Office

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17 Lower Brook Street
Ipswich
1P4 1EA

F J Thorpe
Tel 0473 212388 ext 345

Leeds Area Office

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Russell Street
Leeds
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W D Johnson
Tel 0532 41417 ext 1

Liverpool Inner Area Office

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Sefton House
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Liverpool
L1 3R5

P H Rimmer
Tel 051 227 4811 ext 21

Liverpool Outer Area Office

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27 Leece Street
Liverpool
L1 2TSS

A Gore
Tel 051 708 7357 ext 25

London Area Office

Hanway House
27 Red Lion Square
WC1 4NF

A Jones
Tel 01 405 8454 ext 411

Manchester Area Office

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14-22 The Parsonage
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Manchester
M3 2JA

T Hamer
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Middlesborough Area Office

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Middlesborough
Cleveland
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G Garnett
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Nottingham Area Office

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76 Milton Street
Nottingham
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K Bradley
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Furnival Gate
Sheffield
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M Armitage
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Southampton
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Miss P Cain
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Sunderland Area Office

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H Bowen
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Chapel Ash
Wolverhampton
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F Pickerill
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APPENDIX IV

A SYLLABUS FOR WORK, LIFE AND COMMUNICATION SKILLS

ILEA FHE CURRICULUM DEVELOPMENT PROJECT

A SYLLABUS FOR WORK, LIFE AND COMMUNICATION SKILLS

AIMS

Whichever objectives are selected the course is likely to have the following aims:

(i) To help the young person understand him/herself and other people, and to cope with adult social life

(ii) To give practice and instruction in the everyday tasks that an adult needs to be able to carry out unassisted : eg. looking for and applying for a job, getting information from official and unofficial sources, handling money, travelling

(iii) To develop an understanding of the world of work

(iv) To improve the social, communication, numeracy and thinking skills necessary for social and practical effectiveness in modern urban life

(v) To develop understanding of, and readiness to use, various institutions and agencies in the adult social and working world.

OBJECTIVES

A Self

1 The young person will discuss personal identity in terms of family, social class, locality, nationality, peers, sex and race

2 The young person will describe and discuss with teacher and peers his/her own interests, aptitudes and skills

2.1 - make a profile of his/her own interests, aptitudes and skills

3 The young person will describe and discuss with teacher and peers his/her own personal characteristics, attitudes and values

3.1 - make a profile of his/her own personal characteristics, attitudes and values

4 The young person will respond to comment on him/herself, either rejecting it as untrue and/or useless, or accepting it as true and useful

4.1 - discuss a range of assessments of him/herself, including school reports, references, aptitude test results

5 The young person will recognize certain changes in him/herself as possible

5.1 - distinguish between changes desired by self and changes desired by others

5.2 - identify further learning (formal or informal) necessary for the achievement of changes desired by self.

B Encounters

6 The young person will identify, discuss and evaluate the intentions, susceptibilities and prejudices of a range of adults

6.1 - interpret accurately what adults communicate by non-verbal means (ie. attitude, mood, personality)

7 The young person will present him/herself authentically and effectively to others

7.1 - meet and conduct prepared business with unfamiliar adults

7.2 - rehearse and discuss with teachers and peers encounters with prospective employers, selectors and official persons

7.3 - predict reactions of adults to his/her behaviour which may give rise to anxiety, hostility or low esteem in adults

8 The young person will display interest, persistence and tact in learning contacts with other people.

C Working People

9 The young person will collect and present to teacher and peers information about the lives of individual working people

9.1 - outline sequences of job-changes in the individuals' working lives

9.2 - reliably estimate what the workers earn and what their prospects are

9.3 - discover, record and discuss the workers' attitudes to their jobs

9.4 - discover, record and discuss the workers' outlooks, values and aspirations

9.5 - gather, record and discuss information about the workers' non-working lives

9.6 - express personal reactions to individual workers, their lives and attitudes.

D Jobs

10 The young person will collect information about jobs from working people and present that information to teachers and peers

10.1 - arrange and prepare for visits to work-places and meetings with working people

10.2 - outlines the pattern of the working day for a range of workers

10.3 - identify the types and levels of skills the workers use and relate them to entry qualifications and training requirements

10.4 - assess fatigue and stress factors

10.5 - record information about job-satisfaction from working people

10.6 - describe and comment on social relationships at work

10.7 - analyse and quantify the functional elements in particular jobs

10.8 - express and discuss personal reactions to particular jobs observed.

E Organization of Work

11 The young people will visit and study a particular firm (or branch/section of a firm) and present information about it to teachers and peers

11.1 - state the objectives of the firm

11.2 - explain the firm in basic economic terms

11.3 - describe the structure of the firm in terms of departments, status/roles and jobs

11.4 - describe and comment on conditions of work in various occupational areas and at various levels of employment

11.5 - state and comment on what various workers earn and what their prospects for advancement are

11.6 - describe the relevant trade union organization(s) in the firm and its (their) attitudes and objectives.

F Local Industry and Employment

12 The young person will investigate local industry and employment by direct and indirect means

12.1 - relate local employment to local social conditions (eg. housing, social mix, unemployment, race relations)

12.2 - observe and describe various forms of unpaid work being done in the locality

12.3 - observe and describe various forms of temporary and part-time work done in the locality

12.4 - identify types of work which he/she might wish to obtain.

G Finding Work

13 The young person will identify his/her job intentions and seek work effectively

13.1 - discuss with teacher and peers previous and/or current experience of full-time/ part-time jobs, work experience, etc

13.2 - relate knowledge of his/her own attitudes, skills and preferences (see 2.1) to jobs

13.3 - state qualifications/training (if any) required for the preferred employment

13.4 - check availability of suitable jobs (a) locally, (b) elsewhere

13.5 - distinguish between middle/long-term aims for employment and short-term expedients

13.6 - use a range of sources of information (newspapers, careers service, Job Centres, etc) for finding work

13.7 - cope with the various procedures involved in applying for jobs

13.8 - participate in role-plays, simulations and case studies using the social and communication skills required for effective job-searching.

H At Work

14 The young person will describe and discuss the effects of legislation on security of employment

14.1 - participate in role-plays, simulations and case studies in which security of employment is an issue

15 The young person will describe the conditions of employment negotiated between management and union(s)

15.1 - participate in role-plays, simulations and case studies in which conditions of employment are an issue

16 The young person will know, understand and follow rules for health and safety at work

16.1 - participate in role-plays, simulations and case studies in which health and safety are issues.

I Unemployment

17 The young person will discuss unemployment in particular and in general terms with teacher, peers and working/ unemployed people, suggesting causes and remedies

17.1 - explain why particular individuals may be unemployed

17.2 - explain why large numbers of people may be unemployed

17.3 - distinguish between unemployment and unemployability

17.4 - distinguish on the individual level between long-term unemployment and delayed employment

17.5 - distinguish the general level between structural and transient unemployment

17.6 - describe and evaluate measures to alleviate the effects of unemployment, such as unemployment benefits, Job Creation schemes, Community Industry, TSD training schemes.

J City Living

18 The young person will use the resources of the city for his/her advantage and enrichment

18.1 - travel confidently in the city by the quickest and cheapest routes

18.2 - find suitable accommodation within his/her means

18.3 - find and use information about social/cultural events and entertainments

18.4 - find and use appropriate opportunities for further education and training

18.5 - find and use publicly and privately provided amenities for leisure and sport

18.6 - select, locate and use appropriate sources of advice and help (Citizens Advice Bureaux, college counsellor, careers service, voluntary and profit-making agencies, local government offices, various professional services, etc).

K Personal Budgeting

19 The young person will manage his/her personal finances efficiently and responsibly

19.1 - explain various deductions from pay

19.2 - check payslip for accuracy

19.3 - balance income against expenditure, keeping necessary records

19.4 - observe reasoned priorities

19.5 - make value-for-money calculations and estimations

19.6 - describe the function and use of the giro.

APPENDIX V

SOME EXAMPLES OF COORDINATION

This appendix illustrates how in four different areas of the county colleges coordinate their efforts with other agencies participating in YOP. The author was assisted in the preparation of the information by members of the FEU Working Group, details of which are given in the Preface.

SUNDERLAND LEA	EAST SUSSEX LEA AND HASTINGS CFE
To achieve local coordination of YOP provision in Sunderland the LEA has established a Special Employment Programmes Committee and an Administrative Group which monitors schemes. The Administrative Group contains representatives of all the agencies participating in YOP in the Sunderland area, including voluntary agencies. The number of YOP placements in each type of opportunity is agreed by the Group (this includes the number of college places, both full-time and day-release).	The local authority and LEA are keen to ensure a policy towards YOP which results in an integrated programme involving all the participating agencies and a diversity of response to the needs of the young unemployed. A Task Force has been established to achieve this purpose, and projects claiming major resources must win its support. The Task Force comprises a number of county councillors, with senior officers in attendance. Planning of provision occurs in an area basis, though coordination of planning is achieved through the Deputy County Careers Officer. College principals meet with the County Education Officer to effect rationalization of response. Local ad hoc working groups plan schemes.

BLACKPOOL COLLEGE	SOUTH EAST LONDON COLLEGE
The LEA has established planning groups for YOP between the Careers Service and the major divisions of MSC. The authority requires all schemes for which the college is to be the sponsor to be approved at central level, and it handles the financial administration with MSC. The provision of the education elements of YOP is in the hands of further education, and colleges will form working groups of agencies in their catchment areas who are participants in the programme. All colleges are to be represented on a county Board of Studies to exchange ideas on the curriculum for the education elements of YOP.	YOP courses in the college are part of the Inner London Education Authority's provision for disadvantaged groups in the community, a commitment to which was made in Appendix II of the Authority's F+HE Review in 1973. An ILEA Staff Inspector has general oversight of curriculum development for this area of work; he is assisted by a number of advisory teachers one of whom has special responsibility for YOP courses. The college can call on the curriculum development team for advice and assistance in planning and teaching YOP schemes. There are also inter-college discussions which facilitate the flow of ideas among FE establishments in ILEA.

SUNDERLAND LEA	EAST SUSSEX LEA AND HASTINGS CFE
Formal links with the MSC are made through the Administrative Group of the LEA, though colleges have developed their own contacts with MSC officers for discussion of the details of syllabuses etc. MSC funds are paid to the local authority. Assessment of local needs takes place within the Administrative Group, and the local authority has invited MSC to undertake a joint study of short- and long-term manpower needs in the area.	The SPD Area Boards have the responsibility of identifying priority needs in order to allocate MSC resources. In the Hastings area, MSC, the Careers Service, Social Services staff and the college principal meet two or three times each term in the Hastings YOP Committee to discuss the range of provision. The content of college programmes is negotiated directly between the college and MSC. YOP funding is monitored at college and authority level, through the Country Education Planning and Treasurer's departments.

BLACKPOOL COLLEGE	SOUTH EAST LONDON COLLEGE
The college has close links with MSC staff who are stimulating provision in the Blackpool district. MSC advises on the acceptability of schemes and will discuss the learning outcomes required in various parts of the programme. Written approval must be given by MSC to syllabuses and schemes of work before guarantees of funding can be made.	Formal links with MSC are made through the Authority though these are supplemented by informal direct contact between the college and MSC officers. ILEA and MSC are together investigating manpower and skill needs within the London area. The college is participating in an MSC/ILEA project which is collecting information about generic skills in local labour markets and using the data in curriculum development.

SUNDERLAND LEA	EAST SUSSEX LEA AND HASTINGS CFE
Virtually all young people enter YOP via the Careers Service. The sequence of opportunities which a young person follows is decided by him and a careers officer who follows his progress from school through YOP to eventual employment. The counselling role of FE is mainly confined to assistance with learning difficulties. A start has been made with integrating the documentation of participating agencies in Sunderland : the Careers Service keeps a folder of information for each trainee and will discuss relevant parts of it with sponsors and providers.	Almost all young people enter YOP through the Careers Service. A YOP careers officer coordinates guidance and counselling throughout the country and is also responsible for coordinating the input from other agencies such as MSC, Youth Service and Social Services. The counselling role of FE fits into the overall guidance managed by the Careers Service. The careers officers, while preserving individual confidentiality, use their discretion in discussing the curricular implications of their information for FE.

BLACKPOOL COLLEGE	SOUTH EAST LONDON COLLEGE
The Careers Service is a major provider of intelligence about the client group. The service also refers most of the entrants to YOP (about 87%) and provides guidance through the progression of opportunities. There is a card record of counselling for each trainee in the college. This is integrated with the individual guidance needs of the Careers Service in due course. Coordination of counselling occurs through regular liaison between Careers Service and supervisory and college staff. Student selection for YOP opportunities sponsored by the college is made by careers officers and FE lecturers together.	Most young people are referred to YOP courses by the Careers Service. Two Careers Officers are based in the college, and there are two careers education and guidance teachers on the full-time staff. There are discussions between the careers officers, careers teachers and staff working on YOP courses to ensure a common approach.

APPENDIX VI

SOME PROFILES OF PROVISION

This appendix describes in more detail the provision made by the authorities and colleges mentioned in Appendix V.

SUNDERLAND LEA

Shortly after the publication of the Holland Report ("Young People and Work", MSC 1977) Wearside and Monkwearmouth Colleges were asked to make the maximum contribution to work preparation courses which was possible within their existing budgets. Later, as the Authority's plans became firmer the colleges were asked to take the equivalent of 270 full-time students in work preparation courses (195 at Wearside and 75 at Monkwearmouth). Funds were placed in estimates to employ up to 20 additional lecturers grade I, to remodel a vacant secondary school for Monkwearmouth College, to locate three mobile units at Wearside College, and to provide furniture and equipment for the new courses.

Assessment of the trainees' learning needs was thoroughly debated by representatives of MSC, the LEA, the Careers Services and the colleges before the contact and structure of courses was determined. It was also decided that responsibility for teaching the young people would be disposed among the colleges' staff rather than be concentrated in the hands of only a few lecturers.

Although Wearside College had been providing courses for the young unemployed for several years it increased its contribution substantially from September 1978 to :

2 Construction Short Industrial Courses
2 Engineering SICs
2 Motor Vehicle SICs
3 General Skills Courses
2 Basic Literacy/Numeracy Courses
5 Day Release Courses in Social and Life Skills

Discussions with the Training Services Divisions of MSC suggested that a substantial number of Short Industrial Courses were required for those who were perhaps apprentice material but who, owing to short-term fluctuations in industrial training and longer-term structural changes within local industry, would not enjoy apprentice opportunities - so the content of these courses were pitched just below craft level. It was anticipated that a number of trainees would gain employment quickly while the remainder would progress to a related work experience placement before getting a job.

The General Skills Courses were an innovation for the college. An attempt was made to analyse and teach the basic technical skills common to a number of industrial situations, on the assumption that, as the employment destinations of the young people could not be predicted, transferable skills would be most useful to them. These courses were aimed at school-leavers with the lowest academic attainment, and some young people from special schools. It was envisaged that relatively few would be placed in work immediately after the course; most would enter related work experience opportunities to build on their college experience. Following this some might well profit from a more specific SIC.

Information has been provided by the Careers Service to assist with selection and to act as the basis of documentation which will accompany the young person through YOP to work.

Monkwearmouth College planned to offer from September 1978:

2 Clerical/Secretarial Courses
1 Basic Catering Course
1 Community Care Course
2 Foundation Courses (Basic Literacy/Numeracy/Life and Social Skills)
5 Day Release Course (Life and Social Skills)

Four of the courses are SICs at below craft level (two secretarial and clerical, one catering and one in community care); two are basically remedial and preparatory, consisting of numeracy, literacy, life, communication and social skills. This was a new type of provision for the college which would have preferred longer courses, but - to meet the Authority's targets and to satisfy MSC requirements - the 13 week module was chosen. For all but the Foundation Courses the curriculum content was pitched at just below craft level. Staff were conscious that students would either be placed in work from the courses or into directly related aspects of work experience. In general the curricula devised in consultation with TSD was two thirds vocational and one third personal development.

The Foundation Courses were designed to cater for the most disadvantaged young people. This clientele was new to the college and represented the greatest challenge in curriculum development, teaching styles and student motivation. A team of teachers within the Social and General Studies Department tackled the development work for two terms prior to September 1978. Students on the Foundation Course are individually assessed at entrance and given their own programmes to follow. These are presented to the trainees each week as sheets for completion as the work is done. The sheets are collected and assessed at the end of the week, when comments and recommendations are made by staff concerned. Halfway through the course and again near the end, all staff who have had contact with the students are invited to pass summative comments which are collected into comprehensive profiles of the students' attitudes and attainments.

EAST SUSSEX LEA AND HASTINGS CFE

The Careers Service, with others, has always been aware of a gap in provision for some young people during the period of transition from education to employment. In assessing the needs of this group and in considering the best way to respond, a public meeting of those who might have a role to play was held during the Autumn Term 1976. The group for whom provision did not exist are those who are immature and unready to cope with the demands of work and those who are restricted in their choice of work by reason of physical, social or educational handicap. A Steering Committee was formed in order to clarify ideas and to examine an assessment workshop along the lines of similar schemes operating in Canada.

A preliminary report was presented to the working party on unemployment amongst school leavers. Two areas, centred on Brighton in the West and Hastings in the East, were locations where additional provision was seen to be necessary. In Brighton, the MSC's Job Creation Programme provided an opportunity to create a workshop to test the approach (the Acorn project) which, after the introduction of YOP, developed into a facility for unmotivated, unqualified and unemployed young people which drew widely upon community resources and expertise.

HASTINGS CFE

At Hastings the Careers Service had forecast that by September 1978 some 300/350 young persons might be unemployed. The College of Further Ecucation, when advised of this forecast in August 1977, immediately started to plan. The fact that these plans have not yet reached fruition will highlight some of the difficulties of implementation. The College chose to make a twin training workshop provision centred in the heart of a new and expanding industrial complex at Castleham, a site on the fringe of the town with factory units available on lease from the Borough Council. One unit was to accommodate about thirty trainees, mostly boys, and train them in basic engineering skills concentrating on fabrication, welding and assembly; a second unit was to be acquired to provide a canteen/ restaurant serving the needs of employees numbering some 700 at

Castleham. This unit would aim to train about fifteen, mostly girls, and there would be a further ten or so trainees undertaking a general administrative course meeting the needs of both units. An attractive feature of the proposal was that it trained youngsters in skills for which there was local demand, some of which was in factories adjacent to the workshop. The canteen/restaurant was seen as a worthwhile facility for the local industrial community and a number of peripheral services such as a first aid post were also planned.

The problems facing the proposal were as follows (the order of listing is not intended to indicate any degree of difficulty) :

1. Although co-operative and finally supportive, a local employer group was concerned about the possibility of unfair competition arising from subcontract work

2. The factory units, owned by the Borough, were much in demand. Discussion with officers and members were thorough and accordingly lengthy. Eventually, the Borough was able to make one unit available

3. The proposal was capital-intensive. It was clear that MSC support favoured revenue expenditure and with capital support limited to £300 per trainee place, a substantial further investment from the sponsor - East Sussex - was needed

4. Additionally the sponsor was faced with the problems of a long-term lease and a commitment as the employer of some ten full-time staff. Furthermore, although the lion's share of revenue costs would be met by the MSC, their (MSC) commitment was limited and strictly related to occupied trainee places. In comparison the sponsor's commitment to revenue support was open ended and the number of occupied trainee places was a critical factor

5. The College, having gained early and strong Governor support, was faced with the difficulty of having to deal with two local government agencies - the County Council and the Borough Council, as well as the MSC Area Board in its infancy and feeling its way. As each of these agencies was conventionally structured on officer/committee lines, and with the safeguards necessary to vet public expenditure, it was inevitable that negotiations would be protracted

6. Within this context the eventual take-up in terms of trainee places became increasingly significant and when it was obvious in July/August of 1978 that the number of young unemployed in Hastings was likely to be less than half the original forecast, the scheme was deferred.

Neither the College nor the Authority regretted the deferral, particularly since it arose out of improved employment prospects for young people. Indeed all parties concerned regarded the preparatory work as an investment. It is clear, however, that capital-intensive schemes with long-term commitments are difficult to arrange and should be undertaken only in areas where there are substantial numbers of unemployed young people with some prospect of a reasonable take-up ratio.

The college is continuing its provision of SICs in Construction and Engineering and actively supporting a number of projects sponsored by other agencies in the Hastings area. These projects are supported and screened by the Hastings Area YOP Group with a membership comprising the YMCA, MSC, Social Services, Careers Service, Employment Service, Community Workers and other relevant professional agencies. The main purpose is to ensure that a suitable provision is made to take account of the needs of young people, who even in time of high employment, experience difficulties in obtaining and holding employment. Having carefully analysed the needs of such a target group, the Hastings Community Service Council and the Hastings YMCA, through Community Outreach, have devised Community Service Projects for about 25 trainees and a Project Centre featuring a Toy Library and an Upholstery Workshop. A Drop-in Coffee Bar with Information Centre and a Motor Bike Project are also planned as components of an Intermediate Treatment Provision.

BLACKPOOL COLLEGE OF TECHNOLOGY AND ART

Blackpool College began its first two Job Creation Schemes for young people in January 1975, and JCP schemes for adults soon followed. One of the first Occupational Selection Courses took place here, and Work Experience, funded by MSC, was also undertaken. These initiatives were taken by the Principal in order to put college resources at the disposal of the community, particularly where young or disadvantaged people were concerned.

Against this background the College is making its responses to the Youth Opportunities programme. These are as follows:

1. A Community/Service Project Based scheme for sixty young people and thirteen adults. Thirty young people are involved in house maintenance and gardening for the disadvantaged, and thirty in placements in Social Services establishments to gain work experience in the caring occupations

2. A Work Introduction Course for thirteen handicapped youngsters who have recently left Special Schools or who were among the lowest achievers in Secondary Schools

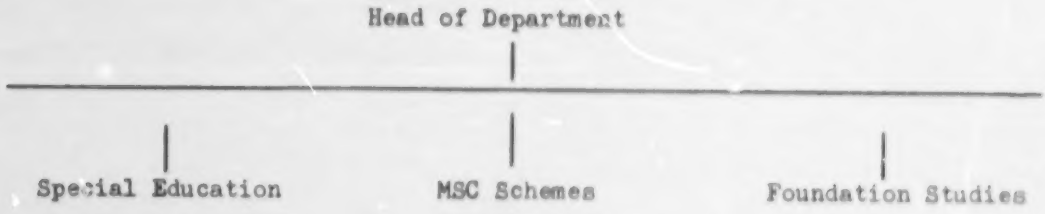
3. An Occupational Selection Course aimed at a slightly higher level than the previous course

4. Work Experience Placements within the College for up to 12 young people

5. Various SICs and TOPS Courses in other Departments.

The College is to establish a Department of Youth Opportunities in September 1979. Premises equivalent to college building and accommodation, but away from the College Campus, are being sought. A maximum throughput of 350 trainees each week is anticipated including some on other sponsors' schemes and WEEP placements. No full-time staffing provision has been outlined at the present time.

The Department of Youth Opportunities could have the following structure :



It is likely to coordinate courses such as :

Part-time day and evening

60 College Work Experience Placements (Day Release)

300 WEEP Placements (Day Release)

25 Placements on Methodist Church Scheme (Day Release)

12 Placements on Short Industrial Courses (Day Release)

Youth Recreational Activities for all young people in Special Schemes

Adult/Youth Literacy and Numeracy

Adult Training Centre day release

Link Coursea ESN (M) and (S) schools

Full, part-time or infill courses for physically handicapped

Remedial Education for existing students

Approx. 30 remedial and non-vocational classes in residential homes and day care centres

Club for Physically Handicapped

Visiting lecturers to Adult Training Centres

Pre GCE O-Level day release English/Maths/Sociology

Full-time Courses

Life Preparation Course (ESN(S))

Work Introduction Course (ESN(M))

Occupational Selection Course

Foundation Courses full academic year

Pre GCE Course full-time

Preparatory Course for Adults

UVP General Course

Wider Opportunities for Women

Managements of College Work Experience Placement Scheme with 13 staff

Other Developments

STEP Schemes to research Youth and Adult training needs and to give one-to-one support with the disadvantaged.

Transition from school to work courses run in conjunction with schools.

Links with the Youth Service on joint provision, and with the Social Services, Careers and Probation Services.

SOUTH EAST LONDON COLLEGE

It has been Inner London Education Authority policy to encourage its colleges to make adequate provision for under-achieving students. The Authority has arranged for the promotion of a number of lecturers grade I in each college together with the appointment of a Senior Lecturer with the job of formulating and coordinating a programme of courses for the disadvantaged. When the Holland Report was published, South East London College along with others in the Authority was already providing relevant courses for the under-achieving and unemployed.

The Training Services Division of MSC requested the college in December 1977 to investigate the possibilities of providing an Introduction to Work (ITW) course. The feasibility of this request and its practical implications were examined initially by the senior lecturer coordinating work for the disadvantaged. A report on the necessary resources and staffing was made to the college management and to the Authority before an interested lecturer began work on a possible course programme. Funds were needed to convert an under-used room into a multi-skills workshop and a case was made for a lecturer grade II to be responsible for the course. (A multi-skills workshop is a room equipped for the assessment and practice of a number of diverse skills. It is often arranged as a collection of training bays). The resources were granted so minor building work began on the room and a lecturer grade II was appointed to start work in September 1978. The multi skills workshop will be shared by ITW and other courses, but it is intended that a similar facility will be made available for YOP trainees alone.

The curriculum of the course had been devised meanwhile by the interested lecturer, the senior lecturer, other college staff and representatives from TSD.

The course began in September 1978. Its components, which are common to YOP provision and other courses for under-achievers, are :

1. Careers Education
2. Practical diagnostic skills and "tasters" of specific work areas
3. Communications skills
4. Numeracy skills

1. The aim of careers education is to acquaint disoriented, ill-informed or discouraged young people with the realities and opportunities of working life. This involves self-appraisal as well as knowledge of jobs in the immediate area and further afield in London. Teaching methods include classroom discussion, simulated interviews and outside visits. Language skills are reinforced in communications sessions.

2. All students are given an opportunity to try out a range of practical skills using a variety of tools and materials. The aim here is to :

(a) disclose latent abilities in students

(b) identify interests

(c) raise confidence and self-esteem.

The tasks are derived from woodwork, metalwork, do-it-yourself, upholstery, electrical work, electronics, building, stone masonary, plumbing and other manned occupations. The work is undertaken in a multi-skill workshop containing resources and equipment for the whole range of tasks. Students carry out sequences of tasks individually and at their own pace.

In addition students are given a range of "tasters" in specialised workshops in other college departments (eg Catering, Office Skills). In "tasters" the students sample specific occupational activities and learn about associated work opportunities.

3. Students also undertake language tasks using assignments in a communication workshop. They work at their own level and at their own pace individually and/or in small groups. Assignments include planning travel in the city, telephoning, and reading job advertisements. It is recognised that the need for literacy skills among some disadvantaged young people may be less important than the need to develop social communication skills such as face-to-face encounters.

4. Students practise number skills in a numeracy workshop, - although it has been found in practise that it is more difficult to contextualise maths, than language. Tasks include personal budgeting, timetables, simple costing of journeys and "measuring" (particulary related to practical tasks undertaken in the multi-skills workshop).

An intrinsic part of the courses is personal counselling for each student.

A new type of course for YOP will have content similar to the above but will allow for continuous entry and exit of trainees. The final phase of each student's programme will be an extended period of work experience in a placement representative of the students' preferred type of employment. The student will return to the college one day each week for counselling and/or to continue educational work in one or more of the course components (eg numeracy). This phase will be particularly beneficial in that it will help the student to enter the world of work while retain the counselling and educational support.

APPENDIX VII

ASSESSMENT PROFILES

ASSESSMENT PROFILES

There are 2 main types of profile - diagnostic and attainment.

Diagnostic Profiles

These measure one or a range of characteristics such as interests, preferences, special aptitudes, abilities, basic educational skills, learning styles, study habits, personality, trainability and job disposition. Such records as can be made available by the Careers Service, schools and perhaps the social services may provide helpful information for identifying and analysing learning needs before drawing up a learning agenda with the young person. Problems may arise when such records are not easily accessible or become available too late to use effectively. For the shorter opportunities in YOP, rapid diagnosis of 'starting points' for learning is essential, if learning objectives are going to be defined in terms which are realistic enough to be capable of achievement in the time given.

College devised diagnostic instruments, though perhaps lacking the rigour of reliability and validity testing, may nevertheless equip the trainee and the teacher with a flexible tool both for learning design and for continuous evaluation of the learning experience. The ILEA "diagnostic assignment" is an example of a college-devised instrument which is proving useful in helping trainees to formulate personal learning agendas at the beginning of their learning programme, and in subsequent self-profiling. It consists of a series of work and learn items arranged in card packs which are selected and grouped by the student, in consultation with the teacher in the initial stages, and these are then used to measure progress.

College devised instruments, as in the ILEA example, should always be used together with interviewing, counselling, and teacher observation.

Field validated diagnostic instruments might also be considered, in combination with college provision for profiling, if (1) considerable caution in choice and subsequent use is exercised, (2) purchasing restrictions do not apply and (3) the qualifications of the proposed

tester are adequate. A thorough familiarity with both test content and material is necessary on the part of the tester who should also satisfy himself that the test describes the population for whom it is intended, indicates its validity and the reliability or dependability of its scores, and provides adequate guidance on administering, scoring and interpreting.

A wide range of tests is available from such bodies as NFER, CRAC, Hodder and Stoughton and the Industrial Training Research Unit, of which the following are examples:

General Ability - AH2/AH3 (alternative to AH4)
and National Institute of Industrial
Psychology (NIIP) Group Test 91 and 72

These test verbal and non verbal, numerical and perceptual abilities. They are mainly in diagramatic and pictorial form. The NIIP Group Verbal Intelligence Test 91 and the NIIP Group Non Verbal Intelligence Test 72 are for adults below average educational attainment.

Spatial and (Mechanical) Aptitude - Minnesota Paper Form Board
and NIIP Group Tests 81 and 82

The Minnesota Paper Form Board measures the ability to visualise and the ability to assemble 2-dimensional geometric shapes into a whole design. The NIIP tests measure comprehension of shapes and spatial relationships.

Clerical Aptitude - General Clerical Test and
NIIP Group Tests 61A and 64

The General Clerical Test is a differential test for all kinds of clerical jobs and measures clerical speed and accuracy, numerical ability and verbal facility. The NIIP tests measure speed and accuracy in checking, classifying, filing and spelling.

Differential Aptitude - Bennett Differential Aptitude Test Battery
and Garnett Adult Multi-Aptitude Test

The Bennett Differential aptitude test provides a profile of relative strengths and weaknesses in a number of different abilities such as verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, language

use and spelling. The battery is widely used in vocational and educational guidance in schools, and for apprentice selection. The Garnett Adult Multi-Aptitude Test measures vocabulary, arithmetic number series, non-verbal reasoning, practical insight and clerical speed and accuracy. (A further version of this test, suitable for less able students, is under development).

Interest Inventories - Connolly Occupational Interests Questionnaire (COIQ) and APU Occupational Interest Guide

The COIQ helps students to see their level of interest in various activities and occupations, and to analyse connections between these tests. APU measures likely interest and preferences in a range of different occupations.

Motivation and Personality - Eysenck Personality Questionnaire and Survey of Study Habits and Attitudes

The Eysenck Personality Questionnaire tests facets of personality and has implications for preferred learning and teaching styles. Great caution should be attached to interpretation. The Survey of Study Habits and Attitudes serves to identify some of the possible barriers to learning which prevent young people from taking full advantage of education and training opportunities.

Trainability tests have been developed by the Industrial Training Research Unit (ITRU) to measure a person's potential for learning a specific job rather than his abilities or aptitudes. They are based on observation of how instructions are interpreted and followed in the method of performing a specific task or sequence of tasks. They are useful aids to self-assessment and occupational guidance, in that they act as job-tasters and help the individual to eliminate misconceptions about the nature of work and to assess his capability to learn a skill.

Job Disposition Questionnaire has been developed as an aid to occupational guidance and choice. It consists of questions about many different aspects of work, working life and job content, in terms of the physical and social environment. It examines preferences and attitudes rather than abilities. Three self-assessment "Jobmatch" booklets have been produced for ITRU by MSC (ESD) - "Ask Yourself", "Match Yourself" and "Check Yourself", based on the Job Disposition Questionnaire.

Diagnostic instruments to assess relevant "starting points" for learning - such as the Science Research Associates Reading Lab Test, Reading for Understanding, Phonic Skills and Spelling might be considered for use in programmes.

Attainment Profiles

These measure the progressive achievement of learning objectives. Ideally, a set of attainment profiles should accompany the overall learning agenda for each individual, which can be used as a record of achievement through the sequence of opportunities. Many, but not all, of the learning objectives are likely to be expressed as a series of tasks, with performance criteria, and a record of progress should indicate not only achievement of competency, but an assessment of possible barriers to learning and other problems that still need to be overcome.

A useful practice is to keep weekly and monthly reports in trainees' files which can be used to update record cards. A record card can form the basis of a final report to the MSC and of a reference for jobs.

The following example of a record card is from Blackpool College of Technology and Art.

ATTAINMENT ASSESSMENT - Example from Blackpool College of Technology & Art

Address	Date of Birth	Job Aspirations	Supervisor	NAME
	National Insurance No.		Community Care/Aid	
Next of kin	Father's Occupation		Date commenced	
Address	Mother's Occupation	Residential Courses	Date finished	
	Daytime address/Tel - No. (Emergency)	Subsequent Experience	Award	

Previous experience	GENERAL PROGRESS	Interests & Attidutes
Previous qualifications		Schools attended

WORK PLACEMENTS	VOCATIONAL DEVELOPMENT	INDIVIDUAL NEEDS
Place Dates Supervisor:	Punctuality:	
	Attendance:	
	Application & Reliability:	
Place Dates Supervisor:	Job skills & aptitudes:	PERSONAL DEVELOPMENT Life & Social skills: Academic Work: Ability to work independently: Confidence: Relationships with others:
Place Dates Supervisor:		

FURTHER EDUCATION CURRICULUM REVIEW AND DEVELOPMENT UNIT

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